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ABSTRACT

This guide is designed primarily for administrators/teachers to provide: an introduction to the nature and purpose of school evaluation; an approach involving evaluation of issues determined by school staff; a set of procedures to carry out the evaluation; and guidance information and instruments for conducting an evaluation. Although the guide is designed primarily for school use, it is also useful for school superintendents, school advisors, and evaluators in their deliberations on the selection and assessment of an appropriate procedure for school evaluation from among those currently in use, for pre-/in-service teacher education programs or workshops as a basis for description and discussion of school evaluation procedures, and for parents and community members involved in the evaluation process. Key areas emphasized in the body of the guide are: purpose of school evaluation; identification of issues/areas to be evaluated; determination of level(s) at which evaluation should take place; key questions which serve as criteria for issues under evaluation; and steps to be followed in the evaluation process. Appendices include a handout on the purpose of school evaluation, sample minutes of a school evaluation committee meeting, sample evaluation time line, steps in using nominal group technique for clarifying goals, evaluation instruments, sample evaluation report, and bibliography. (JN)

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A Guide to School Self-Evaluation

J Dekkers, J Malone, M J O'Loughlin,
D F Treagust

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A GUIDE TO SCHOOL SELF-EVALUATION

This Guide is intended to help school communities to initiate and conduct self evaluations of the whole or any part of the school's activities.

IT HAS BEEN PREPARED BY:

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This material is based in part on research supported by the Catholic Education Commission of Western Australia.

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PREFACE

This Guide was compiled at the conclusion of a school evaluation project conducted by members of the Science and Mathematics Education Centre (SMEC) at the Western Australian Institute of Technology on behalf of the Catholic Education Commission of Western Australian.

The purpose of the school evaluation project was to:

- Assist school communities in W.A. to appreciate the need for school evaluation;
- Encourage school communities to know and use procedures and methods involved in the evaluation process; and
- Provide assistance to school communities in order to enable them to derive the benefits of evaluation and to direct those benefits into the enhancement of the educational process.

In attempting to achieve the above objectives a procedure for school evaluation was devised, trialled and further developed using five schools.

A serious attempt has been made, in the compilation of the Guide to take into account the fact that many persons interested in school evaluation may not have had extensive experience in evaluation procedures. On this assumption the Guide presents a step by step development of the stages involved in a school evaluation.

The development and production of the Guide was supported by an Australian Schools Commission grant through the Catholic Education Commission of Western Australia.

The authors acknowledge the valuable contributions which many people made to the development of the Guide. Firstly, the school personnel involved in the trialling of the evaluation procedure. Secondly, David Heath of the Catholic Education Commission of W.A. who assisted in trialling the evaluation procedure, and finally Mrs Pat Charlton and Leslie Thompson who prepared the manuscript of the Guide.

John Dekkers, John Malone
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July, 1982

FOREWORD

This Guide is primarily designed for school personnel (administrators and teachers) to provide:

- An introduction to the nature and purpose of school evaluation;
- An approach to school evaluation that involves the evaluation of issues determined by school staff;
- A set of procedures to carry out school evaluation; and
- Guidance information and instruments for conducting a school evaluation.

The procedure outlined in the Guide has broad application and use. For instance it may be used to evaluate a number of aspects of the school environment that could possibly involve the whole staff of either a primary or secondary school. Additionally, the Guide could simply be used to evaluate a specific aspect of the school - for example, the teaching of music or, perhaps, the involvement of parents in school activities.

Whilst the Guide is primarily designed for school use it is seen as a useful document for:

- School administrators, superintendents, school advisors and evaluators in their deliberations on the selection and assessment of an appropriate procedure for school evaluation from among those currently in use; and
- Pre-service and in-service teacher education programmes or workshops as a basis for description and discussion of school evaluation procedures.

Any school evaluation requires that the school has access to a variety of evaluation instruments and relevant documentation. The appendices of the Guide have attempted to provide a variety of different types of instruments that can be used in the collection of evaluation data together with a bibliography containing references concerning the evaluation process. These materials should only be viewed in the context of guidance for the school evaluation. It is hoped that persons either conducting or participating in a school evaluation will seek advice and assistance from

experienced school evaluators regarding additional instruments and documentation that may be used in an evaluation. Such assistance can be obtained from the various educational authorities - for example, the staff of the State Education Department, the Catholic Education Office and tertiary institutions.

1. INTRODUCTION TO SCHOOL EVALUATION

1.1 What is school evaluation?

Evaluation concerns:

- Assessing performance against specific objectives;
- Delineating, obtaining and providing useful information for judging decision alternatives; and
- Determining the worth of a thing. It includes obtaining information to judge the worth of an educational program, product, or procedure, or the potential utility of alternative approaches designed to attain specified objectives.

Schools are dynamic institutions, always conscious of the demands of the community they serve. They have a responsibility towards satisfying the needs of pupils during their formative years and are accountable for the tasks they perform. Consequently there is a need within schools for a system of continual self-appraisal in order to review the activities they are engaged in, to review the reasons for carrying out those activities and to review the success or otherwise of their endeavours. In the school, as in all educational systems, evaluation tends to concern the determination of the worth of an aspect in a certain educational setting for decision making purposes. The main purpose of an evaluation is to obtain information which will provide a basis for school improvement. Such improvements might be aimed at revising the school's policies, objectives, curriculum structure or organisation.

1.2 Why become involved in school evaluation?

The desirability of a school, applying some form of systematic self-appraisal to its activities is based upon the following:

- It provides necessary information for the improved planning of educational services provided by the school;
- It is a valuable staff/parent development tool as it can engage staff/parents in a joint examination and review of the school curriculum, its relevance to all students, and its implementation through the school organisation;

- It encourages the development of relationships between school staff and the community served by the school;
- It is a means of ensuring that educational services provided by individual schools meet the identified needs of their students; and
- It brings the school community together around a common endeavour.

Properly done, an evaluation can be a creative and productive experience for a school community and the exercise can do much to establish goals and a sense of direction. The process can be a constructive exercise for the school and is designed primarily to improve the educational process. The results provide measures of the extent to which the school is actually accomplishing what it is striving to do, and plans for improvements can be based on these measures.

Further, involvement in an evaluation will help a school community explore the concept of evaluation, understand some of its implications and should overcome several common misconceptions concerning the process, namely those relating to "organisational prying", "interference by the administration" and "bureaucratic control".

1.3 What to evaluate

Any aspect of a school's operation can be evaluated, including the curriculum and how it is structured, its organisation, the timetable, staffing and material resources, the school's relationship with the community, discipline procedures and activities, and how the school responds to the needs of its students.

To evaluate all those aspects of a school's programs and activities, even over a full year, would be an almost impossible task. While it is acknowledged that an evaluation involves a great deal of effort, there is ample testimony to the fact that the

exercise will result in a school which caters better for the needs and demands of its students and the community as a whole.

Australia has historically drawn on the U.K. and U.S.A. as the two major sources of information with regard to school evaluation theory and practice. The literature underlines the following as the ultimate goals of school evaluation:

- Clarification of educational aims and objectives;
- Improvement of instructional programs;
- Increased competence of school personnel;
- Better utilisation of facilities and resources;
- Improved coordination of total staff effort; and
- Enhancement of the understanding of the evaluation process.

The degree to which evaluation goals are accomplished will determine the extent of the improvement of educational opportunity in a particular school. Many aspects or areas within a school lend themselves to the evaluation process. For example an evaluation could involve:

- All aspects of the school - students, teachers, the administration, courses, the parent body, the school program, the school in the community, resources, goals, policies, grounds, buildings, facilities.....
- One or more aspects of the school - discipline, communications, facilities.....
- The whole school curriculum - its aims, organisation, syllabi.....
- One aspect of the curriculum - the religious education program, the physical education program.....

Thus there are, literally, a vast number of aspects of the school, the community, school programs, activities and personnel which might be the object of an evaluation. Regardless of the area chosen it is necessary that those involved agree on:

- The need for the evaluation; and
- The area(s) to be evaluated.

The participants in a school evaluation must also be prepared to make a commitment to see the evaluation through to its conclusion.

1.4 Approaches to school evaluation

The process of evaluation in a school tends to be carried out by one of the following groups:

- Persons from an outside school authority e.g. a Superintendent or Inspector from the State Department of Education or the
- Catholic Education Commission;
- A team of evaluation consultants, e.g. persons from a professional group of evaluation consultants;
- The school community, e.g. usually the school staff in conjunction with parents and students.

A school evaluation using the latter process is generally referred to as a school self-evaluation. There are a number of approaches to school self-evaluation which differ basically in the nature of the information sought and the criteria upon which the judgements about a school's performance can be made. They include:

(a) **The Discrepancy Approach:** If this approach is used, the evaluation is based upon the comparison of "what is" with "what ought to be". It is therefore necessary to determine firstly "what ought to be". This could perhaps be based upon stated aims or goals of the school although it may be difficult to translate these goals into a description of the "utopian" school.

The determination of "what is" then requires data to be collected on each of the aspects described in "what ought to be".

This approach has value in identifying problems in a school. In many schools these discrepancies are probably very well known to most concerned persons with the school --

for instance the inadequacies in school discipline, despite the presence of school policy on this matter.

(b) **The Perception Approach:** Often an evaluation can be based on the comparison of the perceptions of parents, teachers, administrators, pupils and other groups on certain aspects of the school's operation and performance. For example, there may well be parental views on the standard of teaching in a particular subject which is not shared by the school administration or staff. This approach is too often weakened by a lack of objective information.

(c) **A Student - Achievement Approach:** If one subscribes to the view that the business of schools is the academic education of students, then the prime criterion for the evaluation of a school's performance is the academic achievement. For instance, staff may not be impressed by TAE results in a school subject and may initiate an evaluation concerning TAE performance in the school. This approach uses historical or comparative data on student achievement as the major source of information for the evaluation.

(d) **An Objective-Based Approach:** This approach is similar to the discrepancy approach in that the evaluation is structured around a set of clearly defined school objectives. It assumes that the school has or can develop such a set of objectives and that these objectives relate to "what is happening" in the school. This approach focuses on the <u>product</u> of the educational program as well as the <u>process</u> - that is, the way the school achieves the objectives.

(e) **A Goal-Free Approach:** This approach makes no specific reference to the stated goals or objectives of the school but looks more at identifying issues and areas of concern in the school. For example, such issues and concerns could involve student reporting procedures used, the adequacy of library

resources and so on.

This preliminary stage of identifying issues allows the evaluation to be focused on aspects of concern to one or more groups associated with the school. The approach is most often of direct use to the school since its purpose is not concerned with "accountability" but more with "problem solving". The information collected is also of direct and immediate use to the school.

In any one school evaluation it is most likely that elements of each of these foregoing approaches will be utilised according to the situation at hand.

1.5 The evaluation approach used in this Guide

This Guide is to a large extent based upon the goal-free approach to school evaluation. That is, instead of proceeding with the evaluation based upon a set of pre-determined evaluation goals, the areas for evaluation are determined by the participants in the evaluation process in this Guide. There are a number of advantages in using this approach. They include:

- The opportunity provided to staff, students, parents and others to participate in the process of determining the aims of the evaluation. This gives those persons a sense of "ownership" and "involvement" in the evaluation;
- The objectives or aims of many schools are usually couched in general terms. This makes it difficult to determine the extent to which these aims are being achieved. The actual process of collectively setting the aims of an evaluation in a group situation often stimulates in the participants critical thinking concerning the school's role and its activities;
- The evaluation process itself, in conjunction with the expressions of views by all the participants, leads to an improvement in understanding between all groups irrespective of further developments in the evaluation.

It is stressed that in the execution of a school evaluation using the goal-free approach, aspects of other approaches outlined in Section 1.4 can be included. For example, if an evaluation is concerned with student achievement in their final year at school then achievement trends in the past ten years could be examined; or if an evaluation is concerned with the effectiveness of the school discipline system it may be deemed appropriate by the evaluation team to compare teacher and student perceptions of the discpline system.

2. THE PARTICIPANTS

2.1 Introduction

As alluded to in Section 1, a school evaluation should involve as far as is possible, a broad cross-section of persons within the school community. Thus when school evaluation is proposed by either school staff member, or by one of the school administrators (Principal, Registrar, Senior Master), or by an outside body such as a Parents and Friends Group, it is appropriate that the initiator(s) establish a small ad-hoc Evaluation Committee at the earliest opportunity. This committee comprising two or three members and possibly coordinated by the initiator, has the following tasks:

- Clarifying what it is hope to achieve so that others will understand their concerns;
- Considering what assistance will be required;
- Bringing the matter to the attention of the whole school community; and
- Preparing meeting agendas;

As well, the committee's task is also to generally oversee those early procedural tasks which are so important and necessary at the commencement of the evaluation.

Once the above action has been initiated, various others persons and groups can become involved in the evaluation process in the manner outlined in the following sections.

2.2 The Evaluation Coordinator

It is imperative to the success of the evaluation that an individual be nominated to coordinate the evaluation. This person, whether it be the Principal, School Bursar or Registrar or a teacher, would assume the responsibility of the ad-hoc Evaluation Committee and oversee the tasks listed above. As well, this person may become the instigator and coordinator of further evaluations within the school on future occasions.

2.3 The School Evaluation Committee

Once an evaluation has been initiated it is appropriate to establish a School Evaluation Committee. Typically its membership should be composed of the Evaluation Coordinator, volunteer staff members and representatives from concerned groups that may wish to be involved in the evaluation. The representatives could be students and perhaps even a representative of a tertiary institution or school authority e.g. State Education Department. The role of this Committee is to oversee the design and to implement the evaluation. The Committee should regularly communicate the progress of the evaluation to all interested parties, actively seek staff input and involvement in all areas of the evaluation and be responsive and sensitive to the needs, wishes and rights of all those associated with the evaluation.

In summary, this committee replaces the ad-hoc Evaluation Committee and may consist of:

- School staff members;
- Representative(s) from the parent body;
- Representatives from the student body; and
- Representatives from outside bodies.

2.4 The School Teaching Staff

The task of actually implementing an evaluation ultimately falls upon members of the School Evaluation Committee assisted by the school staff, using their own and the school's resources.

Typically, in any school evaluation, the extent to which staff become involved varies considerably. Teacher roles that can be identified are:

- Serving as a member of the School Evaluation Committee;
- Assisting in the design and planning of the evaluation;
- Assisting to determine areas of the school to be evaluated;
- Assisting in the collection of data;

- Assisting in the data-analysis phase; and
- Assisting in the preparation of the evaluation report.

The role of school staff members in an evaluation can often be identified in terms of their expertise - for example in the analysis of data for the evaluation, mathematics staff could provide valuable assistance and specialist English teachers might assist in the preparation of reports, correspondence and so on.

Teachers who have undertaken evaluations acknowledge that time is the most difficult resource to manage. The problem of making time available for the Evaluation Coordinator, and indeed for the other staff, may be overcome by:

- Arranging teacher release or relief;
- Timetabling in order to free staff involved; and
- Arranging common free periods for planning purposes.

It is emphasised that it is the staff members who will bear the brunt of an evaluation exercise; the decision to embark upon any evaluation, and the commitment to see it through must be theirs.

2.5 The School Clerical Staff

School clerical staff have an important function. They have a most valuable role to play by backing up the School Evaluation Committee and the teaching staff with support services, such as typing, duplicating, collating printed material and so on. As well, the school clerical staff can assist in the liaison between different groups involved and act as a focal contact point for the evaluation.

2.6 The External Consultants

External consultants should be included in a school evaluation. Their input is valuable in that it provides the viewpoint of those outside the system who are in a position to observe the curent situation objectively. The type of assistance they might provide includes the following:

- Assisting the school staff to appreciate the need for evaluation at various levels e.g. the classroom, a section of school, the whole school;
- Assisting the school staff to become familiar with the planning procedures involved in an evaluation process;
- Providing assistance to the school community, thus enabling it to profit from the evaluation and to use the results to the benefit of the school as a whole; and
- Assisting school staff in the design and execution of the data collection procedures and the analysis of that data.

In effect, the consultants should possess expertise in evaluation procedures, and some consideration should be given at an early stage in the planning of the evaluation to likely persons who may assist in this role. Useful personnel include:

- Staff members from tertiary institutions;
- Representatives from educational authorities;
- A staff member from another school with experience in school evaluation.

The number of external consultants used would depend on the nature and magnitude of the evaluation exercise.

The exact point at which assistance from consultants in the evaluation is utilised as shown in Section 3.1, Table 1.

2.7 The School Community

In initiating an evaluation, the School Evaluation Committee should consider carefully what it hopes to achieve, what cooperation it will require and the support it might receive from interested and concerned groups. As was mentioned earlier in this Section a school evaluation is an important staff/parent development tool as it can engage both groups in a joint activity aimed at both the school and the community. Parent groups can participate by providing representatives who will:

- Serve as members of the School Evaluation Committee;
- Seek out and provide feedback to the Committee on community views related to the concerns of the evaluation;
- Provide particular expertise or assistance in terms of professional advice and the provision of additional resources not available to the school - that is, in some unique way not normally available to an evaluation exercise.

3. A PROCEDURE FOR SCHOOL EVALUATION

3.1 Introduction

A perusal of the Biliography indicates that a vast amount of literature is available on the subject of school evaluation. Unfortunately, much of it assumes that adequate or even unlimited resources are available to the School to conduct an evaluation. Also, much of the literature originates outside Australia and is based on an accreditation process inappropriate to the Australian scene. Thus while much can be gained from reading about such studies, they often cannot be easily adapted to Australian school systems. The evaluation approach presented in this Guide has therefore been specifically constructed, and itself evaluated, within the framework of Australian schools at both primary and secondary school levels.

The evaluation procedure consists of eight phases or steps.

1. THE INITIATION
2. THE COMMITMENT
3. PARAMETER DETERMINATION
4. ISSUE DETERMINATION
5. DATA COLLECTION AND ANALYSIS
6. REPORTING
7. ACTION
8. REFLECTION

The first seven phases cover the major part of the evaluation process, whilst the last (certainly not the least) phase requires the school community to reflect on the outcome of the evaluation some time after it has been completed.

Table 1 provides summary details concerning:

- What each phase is about; and
- Who may be involved, in terms of school staff, parents students and external consultants.

The remainder of Section 3 is devoted to an elaboration of information provided in Table 1.

TABLE 1

THE PHASES OF THE EVALUATION AND THE PERSONS INVOLVED

	PHASE	ACTIVITIES	PERSONS/GROUPS INVOLVED
1.	THE INITIATION	MOTIVATING AND/OR GENERATING THE IDEA OF AN EVALUATION IN THE SCHOOL	THE INITIATOR, THEN THE AD HOC EVALUATION COMMITTEE, WHICH IS THEN SUPERCEDED BY THE SCHOOL EVALUATION COMMITTEE
2.	THE COMMITMENT	DECISION MAKING BY MEMBERS OF THE SCHOOL COMMUNITY TO ASSIST AND/OR ENGAGE IN THE EVALUATION	SCHOOL EVALUATION COMMITTEE ALL STAFF, STUDENTS, PARENTS
3.	PARAMETER DETERMINATION	LISTING THE MAJOR CONSTRAINTS OF THE EVALUATION; THE RESOURCES NEEDED AND THE SCOPE OF THE EVALUATION	SCHOOL EVALUATION COMMITTEE ALL SUPPORTING GROUPS - STAFF STUDENTS, PARENTS EXTERNAL CONSULTANTS
4.	ISSUE DETERMINATION	IDENTIFY THE PRECISE AREAS OR ISSUES OF CONCERN	SCHOOL EVALUATION COMMITTEE ALL SUPPORTING GROUPS
5.	DATA COLLECTION AND ANALYSIS	COLLECTING THE INFORMATION NEEDED FOR THE EVALUATION. ANALYSING EVALUATION DATA	SCHOOL EVALUATION COMMITTEE EXTERNAL CONSULTANTS SCHOOL STAFF
6.	REPORTING	PRESENTING THE FINDINGS AND RECOMMENDATIONS FOR ACTION	SCHOOL EVALUATION COMMITTEE EXTERNAL CONSULTANTS SCHOOL STAFF SUPPORTING GROUPS
7.	ACTION	IMPLEMENTING THE RECOMMENDATIONS	THE SCHOOL ADMINISTRATION
8.	REFLECTION	ASSESSING THE EFFECTIVENESS AND VALUE OF THE ENTIRE EVALUATION	SCHOOL EVALUATION COMMITTEE SCHOOL STAFF SUPPORTING GROUPS

3.2 The Phases of the Procedure

PHASE 1 - THE INITIATION

The purpose of this phase is to:

(a) Motivate the school community to engage in an evaluation; and to

(b) Inform the school community concerning the nature and purpose of school evaluation.

The motivation for a school to engage in an evaluation can occur in either of two ways:

- From an "external" source - that is, from outside the ranks of the school staff or school administration; or
- From an "internal" source - that is, from within the ranks of the school staff or school administration.

One example of an external "source" would be the schools' parents and friends. Whilst parents may not be able to view school activities completely objectively, they, like the external consultant group referred to in Section 2.6 are well placed to observe the school situation. They can bring forward concerns and views about the school which may be quite different to the perceptions of the school staff. The protective instincts of parents where their children/students are concerned is well known. However, these instincts, and the parental observations that may go with them, can be of immense value to a school staff, the members of which can be so closely involved with the school system that issues which loom large in parents eyes are downplayed, minimised or even overlooked by them. Given the opportunity, parents can suggest many useful areas for evaluation within their children's school.

A further example of an external "source" is the school Principal. Evaluations have been successfully implemented in those schools where the Principal first places the notion before his staff simply to gauge their reaction to it, free of any pressure to undertake the mission. Imposition of an evaluation by a member of the administration, or by one of the school/college governing body is not, generally, the ideal way to initiate the exercise.

The "internal" source of motivation of a school evaluation refers to the teaching staff. Teachers aware of the need for an evaluation of any aspect related to the operation of the school have frequently raised the matter at a staff meeting. Distribution of a handout (such as the one which appears in Appendix A) to staff beforehand will enable them to familiarise themselves with the concept and discuss the subject of the proposed evaluation within the framework of the essentials needed for its successful conduct.

Depending on which of the two sources of motivation has applied, the early phases in the evaluation procedure will vary slightly. This is because in the case of the "external" form of motivation, the goals of the evaluation will not be established until PHASE 4 is reached in proper sequence. However, in the case of the "internal" form, the need and purpose of the evaluation will be clear from the outset - indeed, the identification of a problem by the staff will have directly initiated the evaluation. In this latter case, PHASE 1 (INITIATION), PHASE 2 (COMMITMENT) and PHASE 4 (GOAL SETTING) will occur more-or-less simultaneously. This point should be kept in mind as one reads the phases of the evaluation procedure which are presented in sequence for convenience.

Regardless of which form of motivation has applied, the initiator, whoever he or she may be, then needs the support of the ad-hoc Evaluation Committee to assist in bringing more persons into the circle of those who will complete the evaluation. The role and duties of this Committee was outlined in Section 2.2. Early activities of this committee will provide a basis for the formation of the standing School Evaluation Committee, whose role and duties were outlined in Section 2.3.

Thus, by the conclusion of this Phase:

- EACH STAFF MEMBER WILL HAVE AN APPRECIATION OF THE NEED FOR A SCHOOL EVALUATION AND AN AWARENESS OF THE PROCCESSES INVOLVED;
- AN EVALUATION COORDINATOR WILL HAVE BEEN IDENTIFIED; AND
- THE AD-HOC EVALUATION COMMITTEE WILL HAVE COMPLETED ITS TASK AND HANDED OVER TO THE STANDING SCHOOL EVALUATION COMMITTEE.

PHASE 2 - COMMITMENT

The purpose of this phase is to:

(a) Establish within the school community a commitment from persons to participate in an evaluation; and to

(b) Determine the role that different persons will have in the evaluation process.

The commitment required to successfully complete a school evaluation can be considered at two levels:

- The school administration and staff level, and
- The level of the groups who will support the staff - namely parent representatives, students and external consultants.

School Administration and Staff Commitment. With the administration and staff alerted to the need for an evaluation, the requirements that follow are:

- That all those involved make the decision to engage in an evaluation;
- That all those involved make a commitment to see it through to its conclusion; and
- That the roles of the administration and staff members are clearly identified.

The focus of the evaluation need not be firmly established at this point - as will be seen in a later phase, an examination by all concerned of the areas for possible evaluation is an essential aspect of the process. However, the commitment should come before the area of evaluation is decided upon. A consensus of opinion will finally determine the area of evaluation and then all involved will be expected to work at the evaluation in accordance with their prior commitment.

From this point on, the Evaluation Coordinator should ensure that agendas and minutes of meetings are kept and circulated. A sample set of agenda and minutes prepared for a typical evaluation committee is included at Appendix B.

Supporting Groups Commitment. All supporting groups should be represented on the School Evaluation Committee, and it is reasonable to assume that by the time these representatives take their place on that committee, each has undertaken to contribute to the success of the evaluation. It is important, however, that this undertaking is quite clear to each and every member of the supporting group.

Thus, at the conclusion of this Phase:

- MEMBERS OF THE EVALUATION COMMITTEE, THE SCHOOL STAFF, AND SUPPORTING GROUPS WILL HAVE MADE THE DECISION TO ENGAGE IN AND COMPLETE THE EVALUATION.

PHASE 3 - PARAMETER DETERMINATION

The scope of the evaluation, the time constraints, costs, persons and resources are the five main parameters (or constraints) to be considered in any evaluation. The purpose of this phase is to:

(a) Determine the scope of the evaluation;

(b) Determine the time constraints which will dictate the nature and scope of the evaluation;

(c) Determine which persons from the school staff and school community are to be involved in the evaluation and their specific role(s);

(d) Assess what resources are available for allocation to the evaluation, both from within and outside the school; and to

(e) Determine the type and nature of costs to be incurred in the evaluation.

For a school evaluation, a very important consideration is usually the amount of staff time that can be made available. In the situation where the evaluation has been initiated from an "external" source (see page 16) this detail should be clarified before the area to be evaluated is chosen as it will determine the scope of the exercise and rule out the possibility of the school undertaking too large an evaluation. Where the evaluation has been initiated by an "internal" source, the area of evaluation will already be known, and attention can be directed to the above five parameters immediately.

It is helpful if the Evaluation Coordinator produces a timeline for the evaluation. Such a device is useful for the allocation of tasks and to coordinate participants' activities. An example of a timeline appears in Appendix C.

As was mentioned in Section 1.3, it is usually beyond a school's resources to evaluate all aspects of the school in a single evaluation. Therefore the Evaluation Committee must decide on:

- The likely scope of the evaluation: That is, whether it might be conducted at the classroom level, subject or faculty level,

the year level or the whole school level; and

- The materials and personnel that will be required in order to complete the evaluation.

Each of these matters should be studied within the framework of the five parameters identified at the outset of this phase, particularly in terms of the time available.

Thus, at the conclusion of this Phase:

- THE SCHOOL COMMUNITY AS A WHOLE WILL HAVE DISCUSSED AND ACCEPTED THE NEED FOR AN EVALUATION;
- THE MAJOR PARAMETERS OF THE EVALUATION WILL HAVE BEEN IDENTIFIED;
- THE SCOPE OF THE EVALUATION WILL HAVE BEEN DETERMINED; AND
- THE RESOURCES AVAILABLE - BOTH HUMAN AND MATERIAL - WILL HAVE BEEN ASSESSED.

PHASE 4 - ISSUE DETERMINATION

Having established the scope, available resources and constraints on the evaluation in the preceding phase, the purpose of Phase 4 is to:

(a) Determine a range of issues and/or aspects that the school may wish to evaluate; and to

(b) Identify the precise issues and/or aspects that are to be the basis of the evaluation.

This phase has more significance where an external source (see page 16) has initiated the evaluation, thus influencing the school to become involved without a ready-made area having previously been identified. Where the evaluation has been prompted by an "internal" source, the goal of the evaluation will have been clear from the start and, indeed, will have motivated the exercise. The following comments, however, still apply in the latter case, for they describe a method of "sharpening up" and crystallising the precise aims of the evaluation.

Phase 4 should preferably involve all groups likely to be associated with the evaluation - the school staff and administration, students and parents. It should be completed in a single session and should, preferably, be conducted outside school hours to allow all those interested to attend.

This phase seeks the answers to the following questions:

"What exactly is it that the school wishes to know more about?"

"What are the specific issues that the school considers necessary to evaluate?"

It is not usual to obtain unanimity about the principal issues of concern for an evaluation when a group of people, even staff members at the same school, come together. If the nature of the broader issue under consideration is such that the views of other groups in the school community (parents, students) are to be considered, then it is even less likely that unanimity can be achieved during the course of the usual form of meeting. One

approach for reaching consensus involves a leader, perhaps the Evaluation Coordinator, posing a key question to a gathering of people. An example of such a question is:

> "What are the areas of greatest concern to you in the procedures and functions of this school?"

Such a question is appropriate for a broad based evaluation involving students, staff and parents who might be invited to respond. This question-posing approach for reaching consensus is called the Nominal Group Technique (NGT). The technique is outlined in Appendix D.

A further example of a question used in a situation in which the area of evaluation can be specifically delineated by the staff could be:

> "How can the school improve its task of preparing students to enter the workforce?"

If it was desired to attempt to focus a school evaluation relating to communication within a school a suitable question could be:

> "What aspects of the communications within the school, and between the administration, students and parents should be examined?"

Appendix D describes how to use the NGT to rank the items raised in order of importance. With the most important issues identified, the object of this phase of the evaluation is achieved.

Thus, at the conclusion of this Phase:

- THE PRECISE ISSUES OR ASPECTS TO BE EVALUATED WILL HAVE BEEN DETERMINED

PHASE 5 - DATA COLLECTION AND ANALYSIS

The purpose of this phase is to:

(a) Determine and devise the most appropriate data collection procedures for the evaluation;

(b) Carry out data collection;

(c) Determine the data analysis procedures; and

(d) Analyse data and to prepare it in form suitable interpretation and documentation.

A variety of methods for the collection of information needed to complete and evaluation are available for use. They include:

- Interviews, both structured and unstructured;
- Special purpose questionnaires;
- Observational techniques;
- Analysis of school reports and records;
- Discussion sessions; and
- Tape recordings.

In any evaluation it is usually necessary to develop an instrument especially for the task. (See Appendix E for several examples). The instruments that are ultimately decided to be used should have taken into account the ease of access of the data source. For example, data that is needed for an evaluation is often available from the school administration through its student records, etc. Also, it is important to consider the feasibility of methods used to collect information. Procedures, mechanisms and techniques must take into account the parameters established in Phase 3 - namely, the time available and the availability of personnel, to mention only two. The external consultants can provide valuable assistance and guidance in these matters.

Data Collection

Cognisant of parameters of the evaluation that were identified in Phase 3, the Evaluation Committee, assisted by the consultants first of all identifies the instruments or techniques needed (or available) for the evaluation and then sets out to compile a new

instrument or collect the information required to make decisions on the issues under examination. It is pointed out that consultants or experts in this area should be asked to assist in this task, for if existing evaluative instruments are to be used, they will almost certainly need to be modified to be consistent with the focus of a particular evaluation.

Usually several teams of people are needed in this phase in both the administration and collection of the data and this aspect will need to be carefully planned and organised by the Evaluation Committee.

This phase could require an extended period of time. The teams and the Evaluation Coordinator should strive to ensure that it is completed as soon as is possible, otherwise participants may quickly lose interest and their efforts lose impetus.

Analysis

After the completion of data collection the School Evaluation Committee must now address itself to four questions:

1. "What procedures are most suitable for the analysis of information?"
2. "How will the information be categorised?"
3. "What measures are appropriate to ensure the validity of the information that is collected?"
4. "What is the most appropriate format for data presentation?"

Answers to all these questions should be answered before data analysis commences in earnest. Again an external consultant can provide valuable guidance and assistance in these matters.

It is appropriate, as for the data collection, that the Evaluation Committee engage several teams of school staff to assist in the analysis of different aspects of the evaluation. If the analysis is to concern compilation of statistical information then ideally

each of the teams should be headed by a person who has a mathematical or statistical background.

During data analysis it may be realised that there is a need to collect further data to enhance that which has already been gathered. This may necessitate the construction and administration of further instruments. A consideration of the analysed data can also point to new issues which may have emerged and which can either be followed up immediately, or set aside for consideration in some later evaluation.

Thus, at the conclusion of this Phase:

- ALL RELEVANT DATA WILL HAVE BEEN COLLECTED, ANALYSED AND PUT INTO A FORM READY FOR INTERPRETATION AND DOCUMENTATION.

PHASE 6 - REPORTING

The purpose of this phase is to:

(a) Collate the findings of the different aspects of the evaluation; and

(b) Present the findings in an appropriate format.

A way to proceed with collating the findings of the different aspects of the evaluation is for each team engaged in the Data Collection and Analysis phase to prepare a preliminary report on their area of the evaluation. It then rests with the Evaluation Coordinator, assisted by one or two others, to compile a report for presentation to an intended audience.

Before compiling the report, the Evaluation Coordinator may wish to examine the "typical report" included as Appendix F.

The form of the report will depend on the nature of the issue(s) considered. However it is essential that sections of the report should address the:

- Background to the evaluation;
- Purposes of the evaluation;
- Current situation at the school;
- Evaluation procedure;
- Results and discussion; and
- Conclusions and recommendations.

The report should include, as appendices, details such as questionnaires and so on used in the exercise, although this requirement should be viewed in the context that the contents of the report should be compiled and adapted to the intended audience.

The report is then presented to all groups in the school community who were involved in the evaluation and should highlight recommendations based on the analysis.

At a meeting of all concerned, then, the Evaluation Coordinator should:

- Present the findings;
- Discuss the findings; and
- Determine recommendations for action.

Thus, at the conclusion of this Phase:

- A REPORT ON THE EVALUATION WILL HAVE BEEN PREPARED;
- THE REPORT WILL HAVE BEEN PRESENTED TO ALL CONCERNED; AND
- RECOMMENDATIONS BASED ON ITS FINDINGS WILL HAVE BEEN FORMULATED.

PHASE 7 - ACTION

This is the final phase in the formal conduct of the evaluation. The purpose of this phase is to:

(a) Consider the complementation of the recommendations of the evaluation presented in Phase 6; and to

(b) Make plans in order to act upon recommendations where appropriate.

Action should be initiated and implemented only after:

- A school staff meeting; and
- Meetings with parents/community bodies where appropriate.

Such meetings are intended to obtain answers to questions such as:

"How can the recommendation be best implemented?"

"Who will carry out the implementation?"

"Who will be affected?"

"How can the recommendation best be implemented so that there will be a minimum of disruption and inconvenience to students?"

Some decisions for implementing the recommendations may be relatively simple to carry out while others may take time, further consultation and even, perhaps, extra funding. Whatever the case, before making a final plan of action it is important that person(s) likely to be affected by any changes will have been fully consulted.

Thus, at the end of this Phase:

- A DEFINITE PLAN OF ACTION DESIGNED TO CARRY OUT AND IMPLEMENT THE RECOMMENDATIONS OF THE EVALUATION WILL HAVE BEEN PLANNED; AND
- PERSON(S) AFFECTED BY ANY CHANGES WILL HAVE BEEN CONSULTED.

PHASE 8 - REFLECTION

The main purpose of this phase is to:

(a) Consider the overall impact of the recommendations that have been acted upon; and to

(b) Consider what further action to take.

This phase is carried out some time after the evaluation recommendations have been acted upon. The Evaluation Coordinator should call a meeting at which the following persons should be present:

- Members of the Evaluation Committee;
- Person(s) affected by the recommendations of the evaluation;
- The external consultants; and
- Any other interested persons.

The meeting should reflect on the effectiveness and value of the evaluation and the impact of the recommendations which may have been acted upon. Furthermore the meeting should consider the question:

"Has the evaluation improved the quality of education in the school?"

This final consideration will establish the utility of the total evaluation and its success or otherwise. It may even provide a launching point for a future evaluation of other issues it has brought into focus.

Thus, at the end of this Phase:

- AN OVERVIEW OF THE EVALUATION WILL HAVE BEEN MADE; AND
- A TENTATIVE PLAN WILL HAVE BEEN MADE REGARDING A FOLLOW-UP EVALUATION IF THIS IS DEEMED NECESSARY

3. SUMMARY

To conclude, the aim of this Guide has been to provide assistance to school personnel who are interested in the notion of school evaluation and who are keen to implement such an exercise in their own school.

The contents of the Guide will enable an intiator to transmit to other staff and members of the school community - parents, students and other interested groups - information regarding:

- The purpose of a school evaluation;
- How to identify issues or areas to be evaluated;
- How to determine the level(s) at which the evaluation should take place;
- Key questions that will serve as criteria for the issues under evaluation; and
- The steps to be followed in the evaluation process.

It is emphasised that procedures and suggestions for school evaluation presented in this Guide may need to be modified to suit the particular requirements of an individual school and its staff.

Finally, it is important to end with a note concerning an important issue which affects all exercises of this kind - namely the matter of the discretion. This should be exercised with the information collected by all those involved in the evaluation. It is of the utmost importance that information remain confidential until the preparation of the Evaluation Report in Phase 6, and only then should a determination on the nature of the material to be presented be made by the School Evaluation Committee.

APPENDIX A

HANDOUT - THE PURPOSE OF SCHOOL EVALUATION

SCHOOL EVALUATION

WHY BECOME INVOLVED?

Schools are dynamic institutions, always conscious of the needs and demands of the communities they serve. Consequently there is a need within the schools themselves for a system of continuing self-appraisal. Such an appraisal should be a review of the activities the school is engaged in, a review of the reasons for carrying out those activities and a review of the success or otherwise of those endeavours.

The object of applying some form of systematic self-appraisal is to assist in the clarification of objectives and priorities, to identify weaknesses and strengths and to ensure that due attention is given in turn to all aspects of school life.

An examination of all aspects of school activities in a single year would be an almost impossible task. However, improvement of the quality of education can only come when current processes are examined in detail, questions are asked, answers examined and consideration then given to appropriate action.

BACKGROUND TO EVALUATION

Australia has historically drawn on the U.K. and U.S.A. as the two major sources of information with regard to evaluation theory and practice. The literature underlines three broad questions which schools should be considering:

Are the school objectives being achieved?

How can schools develop procedures to improve the value and relevance of their programmes?

How can schools demonstrate to parents and the community at large that what is it they are doing is worthwhile?

Each of these questions uses evaluation in a particular sense:

As a guide of the success or otherwise in achieving school goals;

For curriculum improvement; and

For accountability.

WHAT IS INVOLVED?

In general terms evaluation can be thought of as a process which utilizes information to make judgements and decisions. This process involves:

Careful consideration of what information is needed before action is taken;

Gathering of as much relevant information as possible;

Using this information to make judgements; and

Making decisions based on these judgements.

EVALUATION APPROACHES

A number of approaches can be taken in conducting a school evaluation, and a variety of Australian schools have successfully undertaken evaluations doing just this. For example a school evaluation can be undertaken by:

External evaluator(s)

School staff with assistance from persons not directly associated with the school

School staff and assistance from the parent body

Similarly, the methods and procedures used in evaluation vary appreciably. It has been found that the approach to and scope of school evaluation depends to a certain extent on the type of issue or area being evaluated.

In order to formulate a plan for evaluation which will take into account all the implications, it is helpful to classify the issues involved according to the context in which they appear. In school-based evaluation three levels have been identified for both Primary and Secondary schools:

Evaluation at the individual class level - this may arise from special needs of certain pupils, the resources within a class, or matters that concern the daily decisions a teacher needs to make.

Evaluation at the department or section level - this could be a year group, subject department or teaching team.

Evaluation at the whole school level - this concerns the school as a whole, the overall provision for the well-being of pupils and staff, the relationship with the community on the adequacy of resources.

The distinction between the three levels is only for convenience and does not suggest that decisions made at one level do not affect what is going on at other levels. Clearly, there is a close linking between the three levels; what is done in one class affects the whole school to some degree.

APPENDIX B

AN EXAMPLE OF AGENDA AND MINUTES OF A SCHOOL EVALUATION MEETING

WONANGARUP SCHOOL

Meeting of the School Evaluation Committee held in Library on Wednesday, 5 June, 1980 at 2 p.m.

A G E N D A

1. Minutes of the previous meeting (already circulated)

2. Business arising from previous meeting
   - 2.1 Materials resource for the school evaluation (document attached)
   - 2.2 Participation of Parents and Friends in the evaluation

3. Secretary's Report
   - 3.1 Report on school evaluation conducted at Sydney Town Boys School
   - 3.2 Use of school's stationary supplies for the evaluation

4. Chairman's Report

5. Staff assistance for analysis of evaluation data
   (Mr Jones to address the committee)

6. Report on possible consultant available to assist on the evaluation
   (Chairman to report)

7. General Business

Minutes of meeting No 6/80 of the School Evaluation Committee held in Library on Wednesday, 5 June, 1980.

Present: Mr James (Chairman)
Miss Bright
Mrs Good (Secretary)
Mr Okey

Apology: Mr Badger

In attendance: Mr Jones

1. Minutes of the previous meeting: 28 May, 1980
The minutes of the previous meeting were accepted as a true and correct record.

2. Business arising from the previous meeting
2.1 Resources for the school evaluation
It was noted that at a previous staff meeting that the issue of material resources needed for the evaluation would have a minimal effect on the school budget. The meeting decided that all materials needed for evaluation would be recorded by the Secretary so that a final costing be made at the end of the evaluation.

2.2 Participation of Parents and Friends
The Principal had reported to the Chairman that a number of parents were keen to assist in the evaluation. One of the parents is able to assist in the computer analysis of data.

3. Secretary's Report
3.1 Report of Sydney Town Boys School
The secretary tabled the Report. This is to be made available to school staff and other interested persons. The secretary is to discuss with the school librarian the setting up of a section of reference materials on school evaluation.

3.2 Use of school stationary supplies
Matter discussed under Item 21.

4. Chairman's Report
Chairman reported that the Principal was to report on the progress of the evaluation to the next Parents and Friends meeting (July 8, 1980).

5. Staff assistance for analysis of evaluation data
Mr Jones reported that a number of school staff were willing to assist in the analysis of questionnaire data. The mathematics master had contacted one of the tertiary institutions for assistance in data analysis and this was forthcoming.

6. Report on possible consultants available for the evaluation
The Chairman presented details of persons able to act as consultants for the evaluation. After some discussion it was decided that a consultant would be needed for Phase 3 and 5 of the evaluation.

7. General Business
A seminar on conducting school evaluations is to be presented by Dr Frank Smith at the Education Centre in July was noted.

ACTION LIST

Item 2.2 Parent involvement in the evaluation
The Chairman is to personally contact parents interested in assisting in the evaluation.

Item 3.1 Evaluation materials
Secretary to contact librarian and advise staff on availability of evaluation materials

Item 6 Consultants for the evaluation
Chairman to contact possible consultants for the evaluation

Item 7 Secretary to advise school staff of similar presentation by Dr Smith

APPENDIX C

SAMPLE EVALUATION TIME LINE FOR THE EVALUATION OF DISCIPLINE POLICY AND MANAGEMENT IN A SCHOOL

TIME LINE FOR THE SCHOOL EVALUATION

EVALUATION PHASE	MONTH	ACTIVITIES	PERSONNEL INVOLVED
	JAN		
	FEB		
INITIATION	MARCH	meeting called by Principal to assess reaction of school evaluation involvement ad-hoc Evaluation Committee	-All sch staff + Pres P&C Pricp Mr Digby Mr Powell, Ms Jones
	APRIL	Establishment of Evaluation Committee	-Depty Pricp Pres P&C Mr Powell, MsJones
COMMITMENT PARAMETER DETERMINATION	MAY	School staff and general staff and parent meeting	-All school staff
ISSUE DETERMINATION	JUNE	NGT identified issues of discipline for school evaluation	-All sch staff + parents + Edn Dept personnel
DATA COLLECTION AND ANALYSIS	JULY	Preparation of questionnaires	-Eval Com assistance from Maths Dept
	AUG	Admin of questionnaires to students, teachers and parents	-Dpty, eval com, form teachers
	SEPT	Analysis of questionnaires	-Eval Com, Maths Dept, Dr Max from Edn Dept
	OCT		
REPORTING	NOV	Preparation of Report	-Eval Com assist from Eng Dept + Dr Max
	DEC	Presentation of Report to staff + parent body	-All Sch staff
	JAN 1981		
ACTION	FEB	Implementation of Report	-Eval Com All staff
	MARCH		
	APRIL	Report to be completed on impact of new policy etc	-Eval Com
REFLECTION	MAY	Presentation of Report	-Staff Meeting

APPENDIX D

A METHOD OF CLARIFYING GOALS
THE NOMINAL GROUP TECHNIQUE

NOMINAL GROUP TECHNIQUE: A METHOD OF CLARIFYING GOALS

The determination of the goals of an evaluation or the "issues" to be evaluated should ideally involve at least a representative sample of all members of the school community. Obviously with such a diverse range and large number of persons it is difficult to ensure that all persons can have an input into the goal determination process. In addition it is difficult to ensure that the goals or issues that serve at the focus of the evaluation reflect the consensus of opinion of the participants.

One technique that is often used to determine the goals is by questionnaire or opinionnaire. The method outlined here the Nominal Group Technique (NGT) can be used as an alternative.

THE BASIC STEPS IN USING NGT FOR GOAL DETERMINATION

STEP 1 ESTABLISHING RAPPORT

When using the NGT with a group of people (say greater than 20 persons) who are not reasonably well known to each other it is advisable to firstly arrange persons into random groups of about 6-8 people. Then it is advisable to allow the group members to become acquainted with each other and to begin to feel at ease. This may be done by asking each person in the group to individually introduce themselves and say something about their background, or to discuss a topic related to the major topic under discussion.

STEP 2 FOCUSING ON THE TASK

Having established some rapport among the group members, the coordinator should then focus the group's attention on the task at hand, that is, the determination of the specific goals or areas of the school's activity to be evaluated. A question for discussion in the NGT should be posed and displayed for all the participants (e.g. on an overhead projector).

Sample Questions

Which aspects of the school's activities or organisation should be evaluated?

The wording of this question is critical to the success of an NGT exercise. It is clearly a fairly general question which allows people to answer in a wide variety of ways, hence giving the NGT its "exploratory" character.

The coordinator should point out the following:

the object of the exercise is not to collect information or opinions about the school but to identify those aspects which could be evaluated with most benefit to the whole school

one should not necessarily choose areas which the person thinks are weak or need remediations

aspects identified may be very specific or very broad

NOTE:

Rather then using 'broad' focal questions, users of NGT may have identified a particular issue or problem which they believe requires more detailed investigation. In such a case the group leader would choose a more specific question, such as:

In what ways has the project-based assessment procedure assisted your learning?

STEP 3 SILENT GENERATION OF IDEAS IN RESPONSE TO THE FOCAL QUESTION(S)

Having clearly stated the focal question to the group, the coordinator allows a period of up to 5 minutes for the group to silenty generate ideas or issues. Each idea should be written on a separate slip of paper.

STEP 4 ROUND ROBIN COLLECTION OF IDEAS

The group leader asks each member in turn to produce one of their slips of paper with the idea written on. These slips of paper are then placed in the centre of the table or pinned to a display board such that all the members of the group can see them.

This 'round robin' procedure is continued until all ideas are in full view of the entire group. This step generally requires 5-10 minutes.

STEP 5 SERIAL DISCUSSION FOR CLARIFICATION

The third step is to briefly discuss each idea in turn. The purpose is to enable each person to understand each of the listed ideas sufficiently to enable a decision concerning their realtive importance. During this stage people have an opportunity to question, defend, debate or clarify any of the items which have been listed on the board. This step generally requires 20 to 30 minutes. It also enables the group leader to probe underlying reasons for particular responses, or, to explore alternative approaches.

STEP 6 CLASSIFICATION

The group is then asked to group the ideas into categories of similar aspects. This is done by a group consensus. For example a category of - "School Discipline" might include:

the use of corporal punishment in the school

the problems of low achievers in core subject classes
the hierarchy of discipline responsibility in the school

The number of categories or areas developed depends entirely upon the group. The slips of paper in each category are then placed inside an envelope and a name for the category is written on the front.

STEP 7 RANKING THE AREAS TO BE EVALUATED

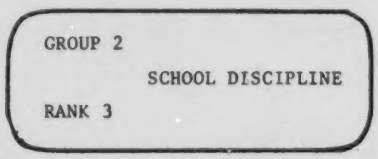
In this step each group member privately selects five areas which in his/her view are the most important and then ranks those five areas. Votes are assigned by giving 5 to the most important down to 1 for the least important. The group leader then asks the persons in the group for the votes for each area and records these.

The votes for each category are then totalled and the categories are then ranked according to the total number of votes.

STEP 8 COLLECTION OF IDEAS

The ranking of each category is then written on the envelope containing the slips of paper for that category along with the group number if there is more than one group.

e.g.



STEP 9 ROUND UP

The coordinator collects the envelopes from the groups and then asks one representative from each group to give a brief summary of the group's discussions and the first four or five categories identified by that group.

This provides the participants with the outcomes of the exercise and gives a sense of competition to the exercise. It may also generate further useful discussions and suggestions.

It is then the coordinator's task to condense and collate the results of the NGT using the aspects raised by each group and the rankings of those aspects.

APPENDIX E

EVALUATION INSTRUMENTS

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APPENDIX E1

EVALUATION INSTRUMENTS

INTRODUCTION

Evaluation test instruments needed for Phase 5 (Data Collection and Analysis) can arise from any one of a number of sources. Test instruments may be in the form of standardised tests such as those available from the Australian Council of Educational Research in Melbourne, or those obtained from other sources. Alternatively, the School Evaluation Committee may decide to devise their own tests. Whatever decisions are made regarding the selection of test instruments for a school evaluation it is paramount that every effort is made to choose those instruments that will give reliable and valid data as well as data that is readily interpretable. There is little point in collecting a lot of information that is ambiguous and unreliable. Thus it is always most profitable to seek assistance from sources knowledgeable in instrument selection and design.

Generally in any evaluation, an effort should be made to use Australian instruments that have been previously used. Often such instruments may need to be slightly modified to meet the needs of the particular evaluation. Only as a last resort instruments should be designed specifically for the purpose of the school if outside assistance cannot be obtained.

This Appendix provides guidelines for the construction of questionnaires as well as a number of instruments that these authors have used in school evaluations. The instruments in some instances are modifications of existing instruments and others are instruments developed by these authors in close cooperation with school staff. It needs to be pointed out that each of the evaluation instruments presented in this Appendix was designed for a specific evaluation task. Hence there is an inherent danger to adopt any of these instruments without prior careful consideration of the extent to which they meet the specific needs of a different evaluation task.

APPENDIX E2

A GUIDE TO THE CONSTRUCTION OF EVALUATION INSTRUMENTS

Researches and evaluators generally will use known test instruments where they are available since they should have established validity and reliability. However, a suitable test for a particular situation might not be available therefore new instruments may need to be developed.

The most difficult aspect of test construction is ensuring that the instrument has validity and reliability. There are three types of validity:

(a) content validity: the degree to which the test items represent the domain or universe of the trait or property being measured, that is, are the test items representative of the trait or property being measured;

(b) construct validity: the degree of relationship between the measure and the construct being measured, that is, does the test measure what it is intended to measure:

(c) criterion-related validity: the ability of the test to predict or estimate a criterion. Is the test able to detect the presence or absence of specific traits or properties.

One way of enhancing validity is to develop a table of specifications in which the researcher determines the categories of content and the proportion of representation of each in the instrument.

Reliability can only be measured by trialling the test with a pilot sample of subjects.

APPENDIX E3

DESIGNING AN EVALUATION INSTRUMENT

When an instrument is to be developed for data-gathering purposes the following steps are provided for guidance.

1. Define the objectives of the instrument.
2. Select the population sample for which the instrument is to be used.
3. Decide what type of instrument design e.g. questionnaire and decide on format, then construct the instrument.
4. Distribute the instrument to a number of persons for comments regarding the design and format of the instrument.
5. Revise the instrument following feedback obtained from 4.
6. Pilot the instrument using a small population.
7. Carefully examine the results of the pilot study and revise the instrument where necessary.
8. Tidy-up aspects relating to the administration of the instrument e.g. the need to have an explanatory letter for a parent survey instrument
9. Administer the instrument and collect the data
10. Analyse the data.
11. A follow-up instrument may need to be administered.

CONSTRUCTING A QUESTIONNAIRE

(a) Questionnaires tend to be planned poorly and overdone. To overcome "consumer resistance", they must be expertly designed and skillfully introduced and justified.

(b) State the reason for the questionnaire and explain how the information will be analysed. Avoid wordiness and ambiguity.

(c) Objectivity is important. Lengthy subjective, open-ended answers are difficult for the respondent to write and for the investigator to analyse. If the possible categories of responses can be anticipated, these whould be offered as alternatives to an objective question. For example:

"Do you have a test programme for identifying high achievers at your school? YES _____ NO _____

If yes, what means of identification do you use?

a Individual intelligence test

b Test of inquiry skills

c Aptitude test

d Teacher ratings

e Other (specify) _____

(d) One of the best ways of developing good objective questions is to administer an open-ended form of the question to a small sample of subjects representative of the population. These more lengthy answers provide the data from which objective-type answers are derived. However, often an area for evaluation does not lend itself to this treatment. When this arises an alternative evaluation technique e.g. the interview, may be far more adaptable to open-ended questions.

(e) Questions should be asked in such a way that they minimize the evaluation task, eliminating unnecessary processing steps and interpretation problems.

(f) 'Avoid' Questions

1. Avoid <u>leading</u> questions, that is, questions which are worded (or their response categories presented) in such a way as to suggest to respondents that there is only one acceptable answer. For example:

"Do you prefer a teacher who gives you the answers to your questions or a teacher who will make you think out everything?"

2. Avoid highbrow questions even with sophisticated respondents. For example:

   "What particular aspects of the current positivistic/school ideology should facilitate interpretive debate in the development in an articulate philosophy of schooling.

3. Avoid complex questions. For example:

   "Would you prefer to take 2 or 3 courses for 2 days per week (e.g. Thursday and Friday mornings) or one award bearing course from the schedule of ten award bearing courses for four mornings per week.

4. Avoid irritating questions or instructions. For example:

   If you are the only child in your family put a tick in the box marked only child.

5. Avoid questions that use negatives. For example:

   If you have not attended an in-service course that is not concerned with curriculum design, do not answer the next question.

6. Avoid open ended questions on self-completion questionnaires. This is because self-completion questionnaires cannot probe the respondent to find out just what he means by a particular response. Also, open-ended questions, moreover, are too demanding of most respondents' time.

TYPES OF TEST QUESTIONS

1. Two Choice

   e.g. TRUE/FALSE, YES/NO, AGREE/DISAGREE

   e.g. School is boring T/F

2. Sentence Completion

   e.g. At high school I was :

   A More enthusiastic about maths than most other subjects.

   B Enthusiastic about all my subjects.

   C Less enthusiastic about maths than most other subjects.

   D Even enthusiastic about school work generally.

   E Other (What is it?) _____

3. Open-Ended

e.g. How successfully does the school provide experiences for

(a) bright independent learners:

_____

_____

(b) under achieving students:

_____

_____

4. Rating/Multi-choice

Likert-type or Summated Rating Scales - These contain a set of items, using an interval scale having all intervals which are considered approximately equal in attitude or value loading. The subject responds with varying degrees of intensity on a scale ranging between extremes such as agree-disagree, like-dislike or accept-reject. The scores of the position responses for each of the separate scales are summed, or summed and averaged, to yield an individual's score.

The main advantage of a summated scale lies in the greater variance obtained. The disadvantage, as with all scales, is the vulnerability of this variance to biasing response sets.

Example of scale.

1. Contract learning motivates most students SA A U D SD
2. Science is a difficult school subject SA A D SD

Note: The scale SA (Strongly Agree) to (Strongly Disagree) can be expanded to seven, or more, positions, although four or five positions are most common. Example 2 illustrates a forced choice achieved by eliminating the Undecided category.

Semantic differential

The semantic differential is a method for measuring a person's meaning of a particular idea or concept. In practice, it has had two applications: (1) to measure objectively the semantic properties of words and concepts in a tri-dimensional semantic space; and, more commonly and simply, (2) as an attitude scale, restricting its focus to the affective domain or the evaluative dimension.

A semantic differential has three elements: (1) the concept to be evaluated in terms of its semantic or attitudinal properties, (2) the polar adjective pair anchoring the scale, and (3) a series of undefined scale positions which, for practical purposes, is not less than five or more than nine steps, with seven steps as the optimal number.

Pairs of these polar adjectives are then selected according to the purposes of the research and then arranged at opposite ends of a series of seven-point scales. The concept to be rated is then presented at the top of the combined scale.

Example of the semantic differential

School

good	___:___:___:___:___:___:___	*bad*
slow	___:___:___:___:___:___:___	*fast*
large	___:___:___:___:___:___:___	*small*
ugly	___:___:___:___:___:___:___	*beautiful*
active	___:___:___:___:___:___:___	*passive*
light	___:___:___:___:___:___:___	*heavy*
clean	___:___:___:___:___:___:___	*dirty*
weak	___:___:___:___:___:___:___	*strong*
sharp	___:___:___:___:___:___:___	*dull*
delicate	___:___:___:___:___:___:___	*rugged*
dark	___:___:___:___:___:___:___	*bright*
rounded	___:___:___:___:___:___:___	*angular*

MODIFIED TEST

TEST OF SCIENCE-RELATED ATTITUDES (TOSRA)

NAME: _____

SCHOOL: _____ YEAR/CLASS: _____

DIRECTIONS

1. This test booklet contains fifty (50) statements about science. You will be asked what you yourself think about these statements. There are no "right" or "wrong" answers. Your opinion is what is wanted.

2. All responses are to be made on Mark Sense Cards using a 2B pencil.

3. For each statement, shade

   A if you STRONGLY AGREE with the statement
   B if you AGREE with the statement
   C if you are NOT SURE
   D if you DISAGREE with the statement
   E if you STRONGLY DISAGREE with the statement.

PRACTICE STATEMENT	
85. It would be interesting to learn about aeroplanes. Suppose that you AGREE with this statement. Then you would shade B on the mark sense card like this.	85 [A] [■] [C] [D] [E]

4. If you change your mind about an answer, thoroughly erase your mark and shade another response.

5. Some statements in this test booklet are fairly similar to other statements. Don't worry about this. Simply indicate your opinion about <u>all</u> statements in the test booklet.

This test is a modified version of one developed by Barry J. Fraser, Macquarie University, Sydney.

1. Science lessons are fun.
2. I would like to belong to a science club.
3. I enjoy reading about things which disagree with my previous ideas.
4. I would dislike being a scientist after I leave school.
5. I would prefer to find out why something happens by doing an experiment than by being told.
6. I get bored when watching science programs on TV at home.
7. I dislike science lessons.
8. Doing experiments is not as good as finding out information from teachers.
9. I would like to work with people who make discoveries in science when I leave school.
10. I dislike repeating experiments to check that I get the same results.
11. I would like to be given a science book or a piece of scientific equipment as a present.
12. School should have more science lessons each week.
13. I am curious about the world in which we live.
14. I would dislike a job in a science laboratory after I leave school.
15. I would prefer to do experiments than to read about them.
16. I dislike reading books about science during my holidays.
17. Science lessons bore me.
18. I would rather agree with other people than do an experiment to find out for myself.
19. Working in a science laboratory would be an interesting way to earn a living.
20. Finding out about new things is important.
21. I would like to do science experiments at home.
22. Science is one of the most interesting school subjects.
23. I like to listen to people whose opinions are different from mine.
24. A career in science would be dull and boring.
25. I would prefer to do my own experiments than to find out information from a teacher.
26. Talking to friends about science after school would be boring.
27. Science lessons are a waste of time.
28. I would rather find out about things by asking an expert than by doing an experiment.
29. I would like to teach science when I leave school.
30. I find it boring to hear about new ideas.

31. I would enjoy having a job in a science laboratory during my school holidays.

32. I really enjoy going to science lessons.

33. In science experiments, I like to use new methods which I haven't used before.

34. A job as a scientist would be boring.

35. I would rather solve a problem by doing an experiment than be told the answer.

36. Listening to a talk about science on the radio would be boring.

37. The material covered in science lessons in uninteresting.

38. It is better to ask the teacher the answer than to find it out by doing experiments.

39. A job as a scientist would be interesting.

40. I am unwilling to change my ideas when evidence shows that the ideas are poor.

41. I would enjoy visiting a science museum at the weekend.

42. I look forward to science lessons.

43. In science experiments, I report unexpected results as well as expected ones.

44. I would dislike becoming a scientist because it needs too much education.

45. I would prefer to do an experiment on a topic than to read about it in science magazines.

46. I dislike reading newspaper articles about science.

47. I would enjoy school more if there were no science lessons.

48. It is better to be told scientific facts than to find them out from experiments.

49. I would like to be a scientist when I leave school.

50. I dislike listening to other people's opinions.

MODIFIED TEST

SCHOOL AND SCHOOL LEARNING

NAME: _____

SCHOOL: _____ YEAR/CLASS: _____

DIRECTIONS

1. This test booklet contains fifty four (54) statements about science. You will be asked what you yourself think about these statements. There are no "right" or "wrong" answers. Your opinion is what is wanted.

2. All responses are to be made on Mark Sense Cards using a 2B pencil.

3. For each statement, shade

   A if you STRONGLY AGREE with the statement
   B if you AGREE with the statement
   C if you are NOT SURE
   D if you DISAGREE with the statement
   E if you STRONGLY DISAGREE with the statement.

PRACTICE STATEMENT	
60. I would like to complete Year 12 at school. Suppose you STRONGLY AGREE with this statement. Then you would shade A on the mark sense card like this.	60 ■ B C D E

4. If you change your mind about an answer, thoroughly erase your mark and shade another response.

5. Some statements in this test booklet are fairly similar to other statements. Don't worry about this. Simply indicate your opinion about <u>all</u> statements in the test booklet.

This test is a modified version of one developed by J.P. Keeves at the Aust. Council for Educational Research in Melbourne.

1. I am good at organizing things.
2. We have interesting lessons at school.
3. I like being asked questions in class.
4. The most enjoyable part of my day is the time I spend at school.
5. I tend to leave my homework to the last minute.

6. I think most people like me.
7. I have a lot of good ideas.
8. I don't like school.
9. I find school interesting and challenging.
10. I enjoy trying to work out a difficult problem.

11. I will never do an important job in the world.
12. I can do as well at most things as anyone.
13. I enjoy everything I do at school.
14. I work hard all of the time in school.
15. I want as much education as I can get.

16. My friends seem more sure of themselves than I am.
17. The things I look forward to in school are weekends and holidays.
18. I find it hard to keep my mind on my school work.
19. Things usually go rather well for me.
20. My friends ask for my advice.

21. School is not very enjoyable.
22. I try my hardest to get high marks at school.
23. It is not worth spending a lot of time on a hard homework problem.
24. I like most of my school subjects.
25. I shall leave school as soon as possible.

26. I am an easy person to ignore.
27. In school we like to annoy the teacher by playing up.
28. My friends often forget me.
29. I don't always try my hardest at school.
30. I am bored most of the time in school.

31. I usually win arguments.
32. When I find the work at school difficult I do extra at home.
33. I enjoy most of my school work.
34. When the teacher is out of the room I tend to stop work.
35. I like to sit next to someone who works hard all the time.

36. I am afraid my friends may think me boring.
37. I will be glad to leave this school.
38. I don't always revise for tests.
39. My friends don't listen to what I say.
40. My friends think I am good looking.

41. I always try to do my schoolwork carefully and neatly.
42. I want to stay at school as long as possible.
43. I like to have homework every night because it helps me learn.
44. The sooner I can leave school the better.
45. I like to complete all the work set.

46. My friends listen to my suggestions.
47. I don't like missing a day at school.
48. Sometimes I forget to do all my homework.
49. There is no point in me staying at school after I am fifteen.
50. When I try I usually succeed.

51. When I can't understand something I always ask a question.
52. I agree with people who say 'school days are the happiest days'.
53. When I start to do something I usually finish it.
54. Sometimes I pretend to be sick to avoid a test.

GENERAL SCHOOL SURVEY

SCHOOL SURVEY OF STUDENTS, TEACHERS AND PARENTS

INSTRUCTIONS

Please respond to the following questions by circling the most appropriate response - 1, 2, 3, 4 or 5.

Responses 1 - Almost always
2 - Often
3 - Occasionally
4 - Rarely
5 - Almost never

We would appreciate your comments after each question.

QUESTIONS

1. Do the students develop a respect for the needs of others as a result of attending High School? 1 2 3 4 5

.....
.....

2. Does High School provide opportunities for students to develop a sense of self-discipline? 1 2 3 4 5

.....
.....

3. Does High School provide opportunities for students to develop a sense of responsibility? 1 2 3 4 5

.....
.....

4. Does High School provide opportunities for students to develop a sense of initiative? 1 2 3 4 5

.....
.....

../2.

5. Does High School provide sufficient education for a student to begin earning a living after leaving school? 1 2 3 4 5

.....
.....

6. Are the students treated as individuals by members of staff? 1 2 3 4 5

.....
.....

7. Do you feel that the students are satisfied with High School? 1 2 3 4 5

.....
.....

8. Do you feel that the parents are satisfied with High School? 1 2 3 4 5

.....
.....

9. Do you feel that the staff is satisfied with High School? 1 2 3 4 5

.....
.....

10. Do High School students have sufficient opportunities to learn how to learn? 1 2 3 4 5

.....
.....

11. Do parents participate sufficiently in the activities of High School? 1 2 3 4 5

.....
.....

12. Are the contacts between staff and parents sufficient and worthwhile? 1 2 3 4 5

.....
.....

../3.

13. Do the teachers allow students the opportunity to learn for themselves? 1 2 3 4 5

.....

.....

14. Are the teachers genuinely interested in the welfare of the students? 1 2 3 4 5

.....

.....

15. Is the communication between staff and students sufficient and worthwhile? 1 2 3 4 5

.....

.....

16. Are there sufficient extra-curricular activities offered to the students? 1 2 3 4 5

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17. Is there sufficient emphasis on skills of literacy (reading and writing) in all subject areas? 1 2 3 4 5

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18. Is there sufficient emphasis on skills of numeracy(arithmetic) in all subject areas? 1 2 3 4 5

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19. Is the time spent in the activities programme useful? 1 2 3 4 5

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20. Do the students of High School benefit from the lessons offered? 1 2 3 4 5

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21. Are the courses offered relevant to the needs of students? 1 2 3 4 5

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.....

22. Are the rules of the school clearly enough defined? 1 2 3 4 5

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23. Is there an adequate system of punishment and rewards? 1 2 3 4 5

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24. Is the organisation of the school satisfactory? 1 2 3 4 5

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25. Is the physical appearance of the school satisfactory? 1 2 3 4 5

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.....

26. Are the school grounds used in a satisfactory way? 1 2 3 4 5

.....

.....

27. Should High School be a source of community leadership? 1 2 3 4 5

.....

.....

28. Are the contacts made with the general community sufficient and worthwhile? 1 2 3 4 5

.....

.....

../5.

29. Is the community aware of the aims and activities of High School? 1 2 3 4 5

.....

.....

30. Should High School reflect the values of the general community? 1 2 3 4 5

.....

.....

31. Does High School develop patience and tolerance towards other people(within the students)? 1 2 3 4 5

.....

.....

32. Are the students of High School sufficiently well informed of the working of society (e.g. its social and economic organisation, governing procedures, legal, moral and ethical attitudes)? 1 2 3 4 5

.....

....

33. Are the students of High School encouraged to speak and write clearly and to listen with discernment? 1 2 3 4 5

.....

.....

34. Are the students of High School guided in the development of good study habits? 1 2 3 4 5

.....

.....

35. Does High develop self-discipline within the students? 1 2 3 4 5

.....

.....

36. Does High School impose sufficient discipline on the students? 1 2 3 4 5

.....

.....

37. Is there a responsible student attitude towards the acquisition of knowledge and skills? 1 2 3 4 5

.....

.....

38. Does High School provide equal educational opportunities for boys and girls? 1 2 3 4 5

.....

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39. Does High School provide sufficient guidance to enable students to make the right subject choice at the end of Year 7? 1 2 3 4 5

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FURTHER COMMENTS (Please write legibly)

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PARENT QUESTIONNAIRE

SCHOOL PERFORMANCE AND AIMS SURVEY

Dear Sir/Madam,

..... High School is examining its structure, organisation, courses and so on. We would appreciate it if you could comment on the following aspects (listed as headings). When commenting, please give reasons for your comments.

For example, consider the heading

PARENT/TEACHER MEETINGS

A response that would be of little use to the school would be "poorly organised". A better response would be "poorly organised - the seating is inadequate and there is insufficient time to see all teachers. I would suggest these be organised once per term and that parents be able to make appointments to see teachers".

If you consider some aspects not clear, please contact ..... who will assist you

After completing the questionnaire, please feel free to comment on other aspects not mentioned in the questionnaire. It would also be advantageous if you listed the five most important headings (in order, at the end of the questionnaire).

We thank you for your assistance.

Q U E S T I O N N A I R E

DISCIPLINE

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SCHOOL BOARD

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ENGLISH

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STUDENT BEHAVIOUR

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LITTER

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THE TIMETABLE

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DISCRIMINATION AGAINST STUDENTS

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and so on ...

THE FIVE MOST IMPORTANT HEADINGS ARE:

1. ..... 2. .....
3. ..... 4. .....
5. .....

GENERAL STAFF QUESTIONNAIRE

DISCIPLINE QUESTIONNAIRE

As part of the School Evaluation project it has been decided to investigate the issue of discipline within the School. This questionnaire is designed to seek your views on this issue.

The questionnaire has five sections

SECTION A : Responsibilities for Student Discipline
SECTION B : Aims of College Discipline
SECTION C : Teachers and Discipline
SECTION D : The Discipline System
SECTION E : General Comments

Each section provides instructions on how to answer the items.

SECTION A : Responsibilities for Student Discipline

1. As is the case with most schools, there is within the staff a hierarchy of responsibility for student discipline which begins with the classroom teacher and ends ultimately with the Principal.

   Please outline your perception of the structure of this hierarchy of responsibility in the school.

MEMBER(S) OF STAFF	BRIEF DESCRIPTION OF THE AREAS OF RESPONSIBILITY
Classroom teacher	

increasing responsibility

2. Listed below are a number of statements which could be made about the *hierarchy of responsibility* for student discipline in the school. Indicate your level of agreement with each statement by circling the appropriate letter beside the statement.

e.g. STRONGLY AGREE SA | AGREE (A) | NEUTRAL N | DISAGREE D | STRONGLY DISAGREE SD

(i)	I know the responsibilities of each group in the hierarchy	SA	A	N	D	SD
(ii)	Other teachers know the responsibilites of each group in the hierarchy	SA	A	N	D	SD
(iii)	Students know the responsibilies of groups in the hierarchy.	SA	A	N	D	SD
(iv)	Parents know the responsibilities of groups in the hierarchy.	SA	A	N	D	SD
(v)	The present hierarchy is working effectively	SA	A	N	D	SD
(vi)	I sometimes short circuit the hierarchy	SA	A	N	D	SD
(vii)	There is good communication between staff members at the same level in the hierarchy	SA	A	N	D	SD
(viii)	There is good communication between staff members at different levels in the hierarchy	SA	A	N	D	SD
(ix)	There needs to be clearer definitions of the responsibilities of staff at each level of the hierarchy	SA	A	N	D	SD
(x)	I support the concept of a hierarchy of responsibility for student discipline	SA	A	N	D	SD
(xi)	The staff at the lowest level of the hierarchy feel powerless	SA	A	N	D	SD
(xii)	The hierarchy is an appropriate way to manage the schools discipline policies	SA	A	N	D	SD
(xiii)	The senior staff are not sensitive to the views of other staff	SA	A	N	D	SD
(xiv)	The school staff have confidence in the senior staff with respect to discipline	SA	A	N	D	SD
(xv)	I am aware of the types of discipline problems which should be referred to each level in the discipline hierarchy	SA	A	N	D	SD
(xvi)	Staff tend to rely on senior staff to monitor student discipline	SA	A	N	D	SD
(xvii)	It is easier to deal with a problem myself than refer it to senior staff	SA	A	N	D	SD
(xviii)	The senior staff are supportive of my values with respect to discipline	SA	A	N	D	SD

(xiv) The senior staff are responsive to the criticisms of teachers with respect to discipline SA A N D SD

(xx) The senior staff are aware of the problems of maintaining discipline in the classroom SA A N D SD

(xxi) The senior staff are too lenient with students SA A N D SD

(xxii) Teachers always ensure that they have all the facts before making discipline decisions SA A N D SD

(xxiii) Classroom teachers should take more responsibility for student discipline SA A N D SD

3. Please make any further comments regarding the hierarchy of responsibilities for student discipline:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SECTION B : Aims of College Discipline

4. The Sacred Heart College staff manual states that disciplinary action "seeks to be pastoral and constructive". Do you think the current discipline practices and policies in the College reflect this aim? Please comment.

5. Listed below are a number of possible aims for a school discipline system. For each aim comment on how you consider these aims are currently being realized.

AIM	COMMENT
(i) to develop in the students a sense of self-discipline and responsibility rather than unthinking conformity to rules	
(ii) a sense of pride in the school	
(iii) Positive attitudes and respect towards the staff	
(iv) Christian values and morals	
(v) good manners, dress habits and study habits	

6. (i) Do you consider that the discipline in the school meets the general expectations of parents?

YES	
NO	

(ii) If not, in what areas are there discrepancies?

_____

_____

_____

_____

_____

_____

7. (i) Do you consider that the discipline system is effective in achieving its goals?

YES	
NO	

(ii) If not, why not?

_____

_____

_____

_____

_____

_____

8. What are some of the positive aspects of the current discipline system in the school?

_____

_____

_____

_____

_____

_____

SECTION C : Teachers and Discipline

9. The statements below relate to some possible actions and attitudes of teachers with respect to discipline. For each of these statements indicate to what extent *you* agree with the statement and also the extent to which you consider *your colleagues* would agree with the statement, by circling the appropriate letter.

		MYSELF					MY COLLEAGUES				
I/my colleagues:											
(i)	help students acquire good manners	SA	A	N	D	SD	SA	A	N	D	SD
(ii)	give praise too sparingly	SA	A	N	D	SD	SA	A	N	D	SD
(iii)	encourage students to come to a class decision on the rules for their classroom behaviour	SA	A	N	D	SD	SA	A	N	D	SD
(iv)	teach students to obey instructions without question	SA	A	N	D	SD	SA	A	N	D	SD
(v)	encourage students to discuss their problems at school with their teachers	SA	A	N	D	SD	SA	A	N	D	SD
(vi)	insist that students wear the correct school uniform	SA	A	N	D	SD	SA	A	N	D	SD
(vii)	involve parents in the discipline of students	SA	A	N	D	SD	SA	A	N	D	SD
(vii)	refer discipline problems to senior staff too often	SA	A	N	D	SD	SA	A	N	D	SD
(viii)	have greater expectations of the students with respect to discipline than parents	SA	A	N	D	SD	SA	A	N	D	SD
(ix)	perceive discipline as a problem in the school	SA	A	N	D	SD	SA	A	N	D	SD
(x)	am/are understanding, helpful and friendly to students	SA	A	N	D	SD	SA	A	N	D	SD
(xi)	rarely embarass students in front of the class	SA	A	N	D	SD	SA	A	N	D	SD
(xii)	know "how to take a joke"	SA	A	N	D	SD	SA	A	N	D	SD
(xiii)	carefully listen to a student's side of an arguement	SA	A	N	D	SD	SA	A	N	D	SD
(xiv)	feel comfortable with students in a social/informal setting	SA	A	N	D	SD	SA	A	N	D	SD
(xv)	often have problems in maintaining class discipline	SA	A	N	D	SD	SA	A	N	D	SD

		MYSELF					MY COLLEAGUES				
(xvi)	expect students to be well behaved at all times	SA	A	N	D	SD	SA	A	N	D	SD
(xvii)	consider that the general standard of student behaviour is very good	SA	A	N	D	SD	SA	A	N	D	SD
(xviii)	am/are inconsistent in punishing student misbehaviour	SA	A	N	D	SD	SA	A	N	D	SD

10. (i) In any school there are a number of rules or aspects of discipline which are difficult to enforce or there are inconsistencies in their enforcement (e.g. litter). Please comment on some areas/aspects you find difficult to enforce.

_____

_____

_____

_____

_____

_____

(ii) What measures could be taken to reduce these problems?

_____

_____

_____

_____

_____

_____

SECTION E : Disciplinary Sanctions

12. Listed below are a number of possible sanctions which may be imposed on students for breaches of the discipline system. For each sanction indicate by ticking the appropriate box:

(i) the effectiveness of the sanction in maintaining standards of discipline in the school

	VERY EFFECTIVE	EFFECTIVE	NOT EFFECTIVE
a. writing 'lines'			
b. written work from set text			
c. suspension			
d. corporal punishment			
e. removal of privileges			
f. lunch time detention			
g. after school detention with set work			
h. contact with parents			
i. cleaning school property and grounds			

(ii) the extent to which each sanction is used in the school

	TOO OFTEN	ABOUT RIGHT	NOT OFTEN ENOUGH
a. writing 'lines'			
b. written work from set text			
c. suspension			
d. corporal punishment			
e. removal of privileges			
f. lunch time detention			
g. after school detention with set work			
h. contact with parents			
i. cleaning school property and grounds			

(iii) your perception of how the students view the appropriateness and fairness of each sanction

	FAIR	UNFAIR
a. writing 'lines'		
b. written work from set text		
c. suspension		
d. corporal punishment		
e. removal of privileges		
f. lunch time detention		
g. after school detention with set work		
h. contact with parents		
i. cleaning school property and grounds		

13. The discipline system of Sacred Heart College has levels of seriousness of breaches of the discipline system ranging from a '1' for a fairly minor breach to '4' for major breaches. Listed below are a number of examples of ways in which students might breach the discipline system. You are asked to respond to each item under the headings at the top of the table. For this exercise assume that the student involved is an average student with respect to general behaviour.

MISDEMEANOUR	LEVEL	POSSIBLE SANCTION	PERSON WHO SHOULD ADMINISTER SANCTION
absents himself/ herself from school on two consecutive afternoons			
smokes in school uniform on way home from school			
late for class on three consecutive days			
goes home from school in sports clothes			
fail to complete a major assignment			
uses obscene language in the playground			
steals another student's property			
writes grafitti on desks			
fails to carry out punishment given by a senior staff member			

14. Do you think the current system of student sanctions is working? Please comment.

15. What improvements could be made to the current system of sanctions?

SECTION F : General Comments

16. Please comment on how you think the current discipline system in the school is operating?

17. Please comment on how well you consider the staff are implementing the system

18. Please comment on how you think the discipline system could be improved

19. Any further comments

THANK YOU

SPECIALIST STAFF QUESTIONNAIRE

SCIENCE DEPARTMENT

STAFF QUESTIONNAIRE

Please answer the questions below. Results will be made available to all Science Staff.

SECTION 1 : GENERAL INFORMATION

1. Number of years teaching? ____ ____

2. Number of years teaching at Newman? _____

SECTION 2 : GOALS AND OBJECTIVES OF THE SCIENCE DEPARTMENT

Please tick the appropriate box

	Yes	No
1. To your knowledge, does a statement of the objective of the science department exist in writing?	☐	☐
2. If not, should the origins of a statement of objectives be:		
(tick one)		
. The same as stated for secondary education in State?	☐	
. The same as those stated for school?	☐	
. Written by staff member in charge?	☐	
. Written by staff of department	☐	
. Written by a small group of science staff	☐	
3. Should the Statement of Purposes and Objectives be sufficiently comprehensive to describe what the department is attempting to accomplish?	☐	☐
4. Should the statement reflect the considered and joint judgment of the entire science department?	☐	☐

	Yes	No
5. Should the statement be developed and designed specifically for this school?	☐	☐
6. Should parents and other members of the College's community participate in the drafting of the statement?	☐	☐
7. Should students have an opportunity to make an input into the statement during its development?	☐	☐
8. Should the statement involve objectives that are assessable and that can be used in appraising the College's progress towards their fulfillment?	☐	☐

9. General Comments:

_____

_____

_____

SECTION 3 : OPERATIONAL PROCEDURE AND ORGANIZATION OF THE SCIENCE DEPARTMENT

Please indicate to what extent each of the statements below characterises the Science Department, using the following scale:

A __ rarely B __ sometimes C __ frequently D __ very frequently

1. Science staff spend out-of-class time (unscheduled periods and after school) assisting students with study problems. _____

2. Classes are regularly and periodically visited by senior staff. _____

3. Routine duties interfere with the job of teaching. _____

4. Staff regularly use unscheduled time (preparation periods) for class preparation and instructional improvement. _____

5. Staff meetings generally deal with important educational problems. _____

6. Discipline problems are dealt with in an appropriate manner. _____

7. Teachers frequently assume individual responsibility for the general operation of the department, apart from their immediate classroom responsibilities, as a matter of professional obligation. _____

8. Teacher suggestions for new programs and procedures are encouraged and supported by senior staff. _____

9. Science staff participate in policy and decision making regarding curriculum and instruction in the Department. _____

10. Program changes and policy are imposed from the top without consulting teachers. _____

11. Students are given a large measure of freedom in utilizing their own class time. _____

12. General Comments:

_____

_____

_____

SECTION 4 : TEACHING AND WORKING CONDITIONS IN THE SCIENCE DEPARTMENT

Please rate each of the items by using this scale:

A __ excellent B __ satisfactory C __ unsatisfactory D __ very poor

1. The availability of College supplies for classroom/lab. work? _____

2. The adequacy of equipment/facilities for instruction/ experimentation in your classroom/laboratory? _____

3. The availability of technical assistance in your classroom/laboratory? _____

4. The adequacy of the library collection for instruction of your classes? _____

5. The recency and quality of textbooks (primary reference materials) for your classes? _____

6. Your teaching load, both in number of students taught and number of preparations? _____

7. The extent and type of non-teaching assignments given you? _____

8. The provisions for discipline in the science classrooms/labs. _____

9. The adequacy of clerical assistance for the teachers? _____

10. The professional growth opportunities provided by the college (in-service programs, courses, etc.) for science teachers? _____

11. The professional growth opportunities provided by the State Education Department (in-service programs, courses, etc.) for science teachers? _____

12. The professional growth opportunities provided by the Catholic Education Commission (in-service programs, courses, etc.) for science teachers? _____

13. General Comments:

_____

_____

_____

SECTION 5 : THE CLIMATE OF THE SCIENCE DEPARTMENT

Please note your perception of the following factors, using this scale:

A __ Better than average B __ average C __ below average D __ poor

1. The general level of student behavior whilst in science classes? _____
2. The general attitude of the students towards the Department? _____
3. The general attitude of the students towards the science teachers? _____
4. The morale of the science staff? _____
5. The degree of cooperation among the staff in the Department? _____
6. The general attitude of the science staff towards the administration? _____
7. The general attitude of the administration towards the science staff? _____
8. The parents' attitudes toward the science staff? _____
9. The respect accorded to science staff by the Newman community? _____
10. The degree to which science staff know what is going on in the College? _____
11. The sense of involvement science teachers feel in the College? _____
12. The degree of educational excitement you feel in the College? _____

13. The degree to which the College's statement of purposes (philosophy) actually helps determine the department's program and procedures? _____

14. The school administration's openness (receptivity) to change? _____

15. The staff's openness (receptivity) to change? _____

16. Which of these following statements best characterizes the extent of educational/curriculum change and renewal in the department?

(tick one)

There is no educational/curriculum change in dept. _____
There is little educational/curriculum change in the department. _____
There is a moderate amount of educational/curriculum change in the department. _____
There is much educational/curriculum change in the department. _____
There is too much educational/curriculum change in the department. _____

17. General Comments:

_____

_____

_____

SECTION 6 : SCIENCE STAFF INTERACTION

Please note your response to the following questions by ticking the appropriate column.

1. How often do you receive volunteered reactions or advice from other science staff about your approach to the following factors?

	Very often (daily or several day a week)	Fairly often (weekly)	Fairly infrequently (biweekly or monthly)	Rarely (bimonthly or each semester)	Never
a. Syllabus planning	_____	_____	_____	_____	_____
b. Assessment	_____	_____	_____	_____	_____
c. Teaching of specific lessons	_____	_____	_____	_____	_____
d. Student control and discipline practices	_____	_____	_____	_____	_____
e. Manner of working with individual students	_____	_____	_____	_____	_____

2. How often do you talk with other teachers about:

a. General syllabus plans for the class	_____	_____	_____	_____	_____
b. The schedule of teaching activities	_____	_____	_____	_____	_____
c. Student reactions to a specific lesson	_____	_____	_____	_____	_____
d. Getting teaching resources or supplies	_____	_____	_____	_____	_____
e. Learning needs of a particular student	_____	_____	_____	_____	_____
f. Personal gripes or concerns about work	_____	_____	_____	_____	_____
g. Matters unrelated to school and teaching	_____	_____	_____	_____	_____

3. How often do you talk with senior science staff about:

a. General syllabus plans for the class	_____	_____	_____	_____	_____
b. The schedule of teaching activities	_____	_____	_____	_____	_____
c. Student reactions to a specific lesson	_____	_____	_____	_____	_____
d. Getting teaching resources or supplies	_____	_____	_____	_____	_____
e. Learning needs of a particular student	_____	_____	_____	_____	_____
f. Personal gripes or concerns about work	_____	_____	_____	_____	_____
g. Matters unrelated to school and teaching	_____	_____	_____	_____	_____

4. General Comments:

_____

_____

_____

SECTION 7 : PERSONAL GOALS OF SCIENCE STAFF

1. As a science teacher, you have certain primary instructional objectives or goals you wish to attain and for which you have established priorities. Listed below are several instructional objectives. Please read throught the entire list, and then tick those three objectives to which you attach the highest relative importance, priority, or emphasis in your own work.

   (tick three)

   Encouraging creativity among science students _____

   Maintaining an orderly environment for learning _____

   Enriching the course of study or curriculum for your students _____

   Giving individual attention to students _____

   Experimenting with a new teaching techniques _____

   Diagnosing learning problems of students _____

   Improving the self-image, or self-worth, of individual students

   Coordinating classroom activities with other parts of the school program _____

   Ensuring that students learn basic skills and subject matter content _____

   Helping individual students solve their personal problems _____

   Developing student ability in analytical reasoning and problem solving _____

   Developing the aesthetic potential of students _____

   Helping students develop a good system of values _____

   (Other; please list.)_____

   _____

2. In trying to achieve the three primary objectives you checked above, you may encounter various factors that impede, constrain, or handicap you. Several such factors are listed below. Please read through the entire list, and then tick the three mostr important barriers or constraints you face in trying to achieve the primary objectives you chose in Question 1.

(tick three)

Reactions or expectations of the other science teachers _____

Official College policies and procedures _____

Reactions or expectations of the principal _____

Conflict with other duties and objectives _____

Lack of physical facilities or space _____

Reactions or expectations of your student _____

Difficulty or complexity of the objectives themselves _____

(Other; please list.)_____

_____

		Yes	No
3.	Do you feel that you will be able to achieve your primary objectives while teaching at Newman?	☐	☐
4.	Is any attention paid to your personal career aspirations at Newman?	☐	☐
5.	Can you expect to be promoted in your present job at Newman?	☐	☐
6.	Are there <u>any</u> promotional avenues available for you at the College?	☐	☐
7.	Would you consider seeking promotion at another school/college?	☐	☐

8. General Comments:

_____

_____

_____

SECTION 8 : PROFESSIONAL ACTIVITIES AND DEVELOPMENT

	Yes	No
1. Do you hold membership in a state or regional organization for science or maths teachers e.g. Science Teachers' Association of W.A., Mathematics Teachers' Association etc.?	☐	☐
2. Do you hold membership in at least one national or state organization concerned with science or maths on a specific area of science or maths e.g. Royal Australian Chemical Institute (RACI); Australian & New Zealand Association for the Advancement of Science (ANZAAS)?	☐	☐
3. Do you regularly read journals and other publications concerned with developments in science or maths, science teaching and related issues and problems e.g. ASTJ, Journal of Research in Science Teaching, School Science and Mathematics, etc.?	☐	☐
4. Within the past three years, have you attended one or more meetings or conferences held by a national or state organization concerned with science or maths teaching e.g. CONSTAWA (Conference of the Science Teachers' Association of WA) ASERA, (Australian Science Education Research Association)?	☐	☐
5. Within the past three years, have you attended one or more special meetings, conferences, or seminars related to the improvement of professional competence?	☐	☐
6. Within the past three years, have you submitted at least one article or other manuscript relating to science teaching for publication in a professional journal or other publication e.g. ASTJ, Filter, Converse, SCIOS?	☐	☐
7. Have you made a presentation in one or more programs of organizations, conferences, or seminars for teachers and/ or have served as an officer in an organization for teachers?	☐	☐
8. Have you participated in activity designed to contribute, try out, develop, or evaluate new ideas and proposals for the advancement of science or maths teaching? e.g. provided information for a research study, conducted a research study of your own, developed innovative curriculum materials, served as a trial teacher for newly developed curriculum materials.	☐	☐

10

9. Do you solicit thoughtful student feedback on your teaching? ☐ ☐

10. Do you discuss and plan with other teachers how the teaching of science can be related to their subjects ☐ ☐

STUDENT SURVEY

COLLEGE EVALUATION PROJECT

The school is currently examining some areas of its activities. This questionnaire is designed to seek your views on how well your school communicates with the students.

The questionnaire has three sections:

SECTION I	:	TEACHERS AND COMMUNICATIONS
SECTION II	:	TYPES OF COMMUNICATIONS
SECTION III	:	GENERAL COMMENTS

Each section provides instructions on how to answer the items. Your answers will be regarded as confidential and individual responses will not be identified.

INFORMATION ABOUT YOURSELF

1. What year are you in?
   8 ( )
   9 ( )
   10 ( )
   11 ( )
   12 ( )

2. Your sex
   BOY ( )
   GIRL ( )

3. Boarder or day student
   BOARDER ( )
   DAY ( )

4. Number of years at college _____

SECTION I.:TEACHERS AND COMMUNICATIONS

Listed below are a number of statements that could possibly be made about the communications between the College and students.

Indicate your level of agreement with each statement by circling the appropriate letter(s).

e.g. STRONGLY AGREE SA | AGREE (A) | NEUTRAL N | DISAGREE D | STRONGLY DISAGREE SD

(1)	I often feel that I don't really know what is happening in the College	SA A N D SD	10
(2)	Teachers are always willing to talk to me	SA A N D SD	11
(3)	It is difficult to get to talk to a teacher when you want to	SA A N D SA	12
(4)	I tell my parents when I have a problem at school	SA A N D SD	13
(5)	I don't like my teachers to talk to my parents	SA A N D SD	14
(6)	My parents check my homework regularly	SA A N D SD	15
(7)	There are lots of opportunities for students to have a say when decisions affecting them are made	SA A N D SD	16
(8)	Teachers don't listen to ideas from students	SA A N D SD	17
(9)	Students are rarely consulted when decisions are made that affect them	SA A N D SD	18
(10)	I feel uncomfortable when a teacher talks to me outside school hours	SA A N D SD	19
(11)	The Deputy Principal only talks to students when they have done something wrong	SA A N D SD	20
(12)	The Principal only talks to students when they have done something wrong	SA A N D SD	21
(13)	I would ask my from teachers for help if I had a problem	SA A N D SD	22

Listed below are the names of some members of the staff of Sacred Heart College. For each person you are asked to indicate:

(a) if you know this person
(b) what is their position or job in school

	I KNOW THIS PERSON	POSITION/JOB e.g. SCIENCE TEACHER	
MRS ALDERMAN			24
SR CARMEL			26
MRS COOPER			28
MR GRAHAM			30
MR HILL			32
MR JOYCE			34
MR MILLER			36
MISS PULLIN			38
MRS SPACKMAN			40
MRS THOMSON			42
MRS TREACY			44
MR WAKE			46

Please write down (in order) the four(4) most important staff members in the College. That is the staff with the most influence or power.

1._____(Top person) 47

2._____ 48

3._____ 49

4._____ 50

1 space

SECTION II. :TYPES OF COMMUNICATION

Listed below are a number of ways which the school uses to pass on information to students. For each of these comment on:

(a) how clear or understandable the information passed on by this means is

(b) how important or relevant the information passed on is to you

	CLARITY		IMPORTANCE	
PUBLIC ADDRESS SYSTEM	VERY CLEAR	( )	VERY IMPORTANT	( )
	CLEAR	( )	IMPORTANT	( )
	PARTLY CLEAR	( )	OF SOME IMPORTANCE	( )
	UNCLEAR	( )	NOT IMPORTANT	( )
SCHOOL ASSEMBLIES	VERY CLEAR	( )	VERY IMPORTANT	( )
	CLEAR	( )	IMPORTANT	( )
	PARTLY CLEAR	( )	OF SOME IMPORTANCE	( )
	UNCLEAR	( )	NOT IMPORTANT	( )
FORM PERIODS	VERY CLEAR	( )	VERY IMPORTANT	( )
	CLEAR	( )	IMPORTANT	( )
	PARTLY CLEAR	( )	OF SOME IMPORTANCE	( )
	UNCLEAR	( )	NOT IMPORTANT	( )

What improvements could be made to to these ways of passing on information to improve their effectiveness as a means of passing on information?

53

55

57

Your are often asked to take notes,newsletters etc home to give to your parents.

a) how often do you pass these on to your parents?

ALL THE TIME	( )	58
MOST OF THE TIME	( )	
SOMETIMES	( )	
RARELY	( )	
NEVER	( )	

b)Is there a need to use another method to deliver these notes to parents?

YES	( )	59
NO	( )	

If you answered yes ,please give suggest another method.

The following questions relate to the College Newsletter.

1. How often is the Newsletter produced

FORTNIGHTLY	( )	60
ONCE A TERM	( )	
TWICE A TERM	( )	
THREE A TERM	( )	

2. How often do you think the Newsletter should be produced?

FORTNIGHTLY	( )	61
ONCE A TERM	( )	
TWICE A TERM	( )	
THREE A TERM	( )	

Listed below are a number of items which could possibly be included in the College Newsletter. For each of these items indicate how often

a) you think these items should be included

b) you read or would read these items if they were included

by circling the appropriate letter

A = ALWAYS O = OFTEN S = SOMETIMES R = RARELY

	SHOULD BE INCLUDED	I READ OR WOULD READ THIS ITEM	
1. items about the school curriculum	A O S R	A O S R	63
2. sporting notes	A O S R	A O S R	65
3. religious education notes	A O S R	A O S R	67
4. staff notes	A O S R	A O S R	69
5. social functions	A O S R	A O S R	71
6. parents and friends notes	A O S R	A O S R	73
7. Board of Management notes	A O S R	A O S R	75
8. notes on school policy and rules	A O S R	A O S R	77

What other items would you like to see included

Please make any comments about the Newsletter

SECTION III.:GENERAL COMMENTS

Would you like to make any general comments about the communications between the school and yourself? In what ways could they be improved?

---

thank you

PAST STUDENT SURVEY

Dear Former Student,

I am writing to you to seek your assistance in a Project we are conducting at St Norberts which is examining how well the College is carrying out its tasks in preparing students to enter employment on leaving school.

As you are a former student of the College we would be grateful if you could provide us with some information about your experiences since leaving school and your impressions of the College. The results we obtain from the questionnaire will help us determine how we can best prepare our students to enter the workforce.

It would assist us greatly if you could complete the attached questionnaire and return it to us in the envelope supplied as soon as possible.

Although we request that you put your name on the top of the questionnaire we will ensure all responses are held in the strictest confidence and at no stage will any person associated with the school be able to identify the responses of any individual. You do not have to give your name but we would like you to still complete the questionnaire.

It is important that all questionnaires are returned to us promptly, so we would appreciate you completing and returning the form immediately.

Thanking you.

Sincerely

SCHOOL EVALUATION PROJECT

QUESTIONNAIRE TO PAST STUDENTS

This questionnaire forms part of a project concerned with the question of the College's preparation of its students to enter the workforce.

As an ex-student you are in the best position to provide valuable feedback to College staff on how best to prepare students for the work of work. We hope you will assist us by responding immediately and returning the completed form in the envelope provided.

DIRECTIONS:

The questions inside are to be answered by writing a few words, circling responses or placing a tick opposite an appropriate response. Follow the directions inside carefully and answer all questions.

THANK YOU PLEASE POST BACK THE COMPLETED FORM IMMEDIATELY

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NAME _____ (This is Optional)

LEAVING SECONDARY SCHOOL

1. When did you leave school?
(Please give the month and the year) ------ (month) 19__ (year)

2. When you left school did you plan to attend another institution to continue your studies fulltime (e.g. a technical college, teacher's college etc.) YES --- NO ---

If YES, what sort of course were you interested in? _____

_____

3. When you left school did you have a specific job or career in mind? YES --- NO ---

If YES, Please give details; _____

_____

4. Did you enrol in another institution e.g. technical college immediately after leaving school? YES --- NO ---

5. Since leaving school have you commenced any further studies? YES --- NO ---

If YES, Please give details;

(a) Type of course _____

(b) Name of institution _____

(c) Year commenced 19 __

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6. If you left school before the end of year 12 answer this question.

Think of your decision to leave school and consider how important each of the following reasons were in that decision. Circle 1 of the reason was very important to you and 5 if it was not at all important. Otherwise circle 2, 3, or 4, to show that the reason was fairly important, of some importance, or of little importance to you.

	Very important	Fairly important	Of some importance	Of little importance	Not important
a) My exam results (marks) were not good enough	1	2	3	4	5
b) School did not lead to good job opportunities	1	2	3	4	5
c) I had completed the studies needed to enter another institution	1	2	3	4	5
d) I though I would be happier working	1	2	3	4	5
e) I thought my abilities were more suited to working than studying	1	2	3	4	5
f) My parents wanted me to get a job	1	2	3	4	5
g) I was tired of school and study	1	2	3	4	5
h) I had sufficient general education	1	2	3	4	5
i) My teachers did not think I should continue	1	2	3	4	5
j) I had the opportunity to get a job straight away	1	2	3	4	5
k) St Norbets did not offer the types of courses I would have liked to study	1	2	3	4	5

39

YOUR FIRST FULL TIME JOB

7. Have you obtained a full time job since finishing school?

YES ---------- 1

NO ---------- 2

41

IF NO, GO TO QUESTION 13

IF YES, CONTINUE

8. What was your first full time job after finishing school (include temporary jobs while waiting for your career job, if they were full time)?

_____

_____

43

9. How many months after you finished school did you spend looking for this (your first) job?

---------- Months

45

10. How did you finally get this (your first) job?

Commonwealth Employment Service	1
Through personal contact (parents, friends, relatives)	2
Answered an advertisement in a newspaper	3
Applied direct to firm/factory	4
Commercial employment agency	5
Other (please describe ----------)	6

46

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11. Did you consider that your first job was the sort of job you hoped you could get?

YES 1

NO 2

48

12. How many jobs have you had since finishing school?

One job 1

Two jobs 2

Three jobs 3

More than three jobs 4

49

YOUR PRESENT OCCUPATION

13. (a) Which of these best describes your present occupation?

Working full time in a permanent job 1

Working full time in a temporary job 2

Working part-time 3

Working and training as an apprentice 4

Not employed, looking for work 5

Not employed, not looking for work 6

Full time study 7

Part-time study 8

Other (describe _____ 9

_____)

50

(b) If you are working at present, could you describe your job? Please be as specific as possible (e.g. receptionist in a dental surgery, apprentice carpenter, postman), but there is no need to tell us the firm you work for.

_____

_____

52

(c) Are you studying part-time in an area related to your work?

YES _____

NO _____

53

Please give details

TYPE OF COURSE _____

INSTITUTION _____

55

YOUR VIEW OF .....

14. Listed below are a number of the subjects available at the college. For each subject you did indicate how useful you consider it in preparing you for working.

		Very Useful	Useful	No Opinion	Not Very Useful	Useless
	ENGLISH	1	2	3	4	5
	MATHEMATICS	1	2	3	4	5
	SCIENCE	1	2	3	4	5
	SOCIAL STUDIES	1	2	3	4	5
	HOME ECONOMICS	1	2	3	4	5
	MANUAL ARTS	1	2	3	4	5
OTHERS (Specify)	_____	1	2	3	4	5
	_____	1	2	3	4	5
	_____	1	2	3	4	5

56

64

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NEW CARD
10 SPACES

15. We would like you to consider how well ..... prepared you for work. Please indicate by drawing a circle around one number in each row, how well you think St Norbets prepared you in each of the aspect listed below:

	Very Well	Well	Fair	Poor	Very Poor
Attitudes in settling into a job	1	2	3	4	5
General knowledge of society	1	2	3	4	5
Experience of what work is like	1	2	3	4	5
Knowing how to obtain a job	1	2	3	4	5
Experience of working under pressure	1	2	3	4	5
Basic reading and writing skills	1	2	3	4	5
Basic mathematical skills	1	2	3	4	5
Knowlege useful in my job	1	2	3	4	5
Manual skills useful in my job	1	2	3	4	5
Self confidence	1	2	3	4	5
Self Awareness of my abilities	1	2	3	4	5
Choosing a career	1	2	3	4	5
Knowing how to apply for a job	1	2	3	4	5
Knowledge of the range of jobs available	1	2	3	4	5
How to present yourself at a job interview	1	2	3	4	5

11 ... 25

16. Listed below are a number of areas which the school aims to develop in all its students. For each of them indicate:
(i) how much emphasis was given to it at .....
(ii) how much emphasis you think <u>should</u> have been given to it.

	(i) How much emphasis HAS been given to this?					(ii) How much emphasis SHOULD HAVE been given to this?				
	A great deal	Moderate	Some	Slight	Little or none	A great deal	Moderate	Some	Slight	Little or none
The ability to read and write well	1	2	3	4	5	1	2	3	4	5
Knowledge useful in a future job	1	2	3	4	5	1	2	3	4	5
Learning about our society	1	2	3	4	5	1	2	3	4	5
Selection of suitable jobs and careers	1	2	3	4	5	1	2	3	4	5
Development of self-awareness	1	2	3	4	5	1	2	3	4	5
Development of self-confidence	1	2	3	4	5	1	2	3	4	5
Ability to use numbers and do calculations	1	2	3	4	5	1	2	3	4	5
Development of skills in dealing with people	1	2	3	4	5	1	2	3	4	5
Development of Catholic values and morals	1	2	3	4	5	1	2	3	4	5
Skills in applying to jobs	1	2	3	4	5	1	2	3	4	5
Skills useful in future jobs	1	2	3	4	5	1	2	3	4	5

26 ... 36

17. Think of a typical teacher at ..... who is neither the best nor the worst in your experience. Indicate whether you agree or disagree with the following statements about him/her by circling the appropriate number opposite each item. Circle 1 if you agree strongly with the statement, and 5 if you disagree strongly. Otherwise circle 2 or 4 to show that you tend to agree or disagree, and circle 3 if it really is impossible to decide.

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
Uses everyday practical examples of topics discussed	1	2	3	4	5
Provides some work for students which is similar to what they would do when they finish school	1	2	3	4	5
Sets tasks which are useful and satisfying	1	2	3	4	5
Discusses the usefulness and relevance of each topic for later work	1	2	3	4	5
Discusses the relevance of topics for our society	1	2	3	4	5
States clearly the purpose of each piece of work	1	2	3	4	5
Explains things clearly at the students level	1	2	3	4	5
Enables you to work at your own pace	1	2	3	4	5
Gives enough time to complete a job	1	2	3	4	5
Sets deadlines for work to be completed	1	2	3	4	5
Actively involves students in lessons	1	2	3	4	5
Has motivated you to do your best work	1	2	3	4	5
Treats students as adults	1	2	3	4	5
Encourages students to be responsible for their actions	1	2	3	4	5
States clearly the standards which are expected of students	1	2	3	4	5
Provides a lot of information about your progress	1	2	3	4	5
Lets you select topics, problems and examples	1	2	3	4	5
Encourages students to cooperate with each other in jobs	1	2	3	4	5
Encourages students to think about their future life	1	2	3	4	5
Requires correct spelling and expression in written work	1	2	3	4	5
Requires accurate calculations with numbers	1	2	3	4	5

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END CARD

STUDENT QUESTIONNAIRE

OPINIONS ABOUT ENGLISH AT SCHOOL

INSTRUCTIONS:

* This school intends to find out how you feel about doing ENGLISH at school
* On the top of each page there is a sentence; beneath it is a set of twelve (12) rating scales. You will notice that each rating scale is a pair of adjectives with seven (7) spaces between them.
* You are asked to rate each sentence using the rating scales on the basis of what each sentence means to YOU.

HOW TO RATE EACH SENTENCE

* Place a cross (X) on each scale to indicate how YOU FEEL the sentence should be rated. Here is an example

ENGLISH AS A SCHOOL SUBJECT IS:

VALUABLE ___:_X_:___:___:___:___:___ WORTHLESS

* If you feel that English is a very valuable school subject then you might place a cross as shown above.

* If you considered that English is completely WORTHLESS as a school subject then you would place a cross on the scale as shown below

VALUABLE ___:___:___:___:___:___:_X_ WORTHLESS

* If you considered English neither VALUABLE or WORTHLESS as a school subject you would place a cross in the middle space as shown below

VALUABLE ___:___:___:_X_:___:___:___ WORTHLESS

Other points to note

* Place your crosses in the middle spaces

___:_X_:___:___:___:___X___
like this not like this

* Do not put more than one cross on each scale.

* Do not hesitate to use extreme ends of the scale whenever this seems necessary.

* Be sure you rate each scale.

* There are no right or wrong answers. What is required is your feeling of what each sentence means to you.

* WORK AS FAST AS YOU CAN. There is no time limit. However do not take too long on any one rating and do not look back and forward throughout the list of rating scales.

OUR SCHOOL IS:

USEFUL	___:___:___:_X_:___:___:___	USELESS
ESSENTIAL	___:___:_X_:___:___:___:___	NOT ESSENTIAL
ENJOYABLE	___:___:___:___:___:_X_:___	NOT ENJOYABLE
VALUABLE	___:___:_X_:___:___:___:___	WORTHLESS
NOT MEANINGFUL	___:_X_:___:___:___:___:___	MEANINGFUL
PLEASANT	___:___:___:___:___:___:_X_	UNPLEASANT
BORING	___:_X_:___:___:___:___:___	INTERESTING
COMPLICATED	___:___:___:_X_:___:___:___	SIMPLE
IMPORTANT	___:___:___:_X_:___:___:___	NOT IMPORTANT
CONFUSED	___:___:___:_X_:___:___:___	CLEAR
EASY	___:___:___:___:___:_X_:___	HARD
DISLIKE	_X_:___:___:___:___:___:___	LIKE

ENGLISH HOMEWORK IS:

USEFUL	___	: X :	___	: ___	: ___	: ___	: ___	USELESS
ESSENTIAL	___	: ___	: ___	: X :	___	: ___	: ___	NOT ESSENTIAL
ENJOYABLE	___	: ___	: ___	: ___	: ___	: ___	: X	NOT ENJOYABLE
VALUABLE	___	: X :	___	: ___	: ___	: ___	: ___	WORTHLESS
NOT MEANINGFUL	___	: ___	: ___	: ___	: ___	: X :	___	MEANINGFUL
PLEASANT	___	: ___	: ___	: ___	: ___	: ___	: X	UNPLEASANT
BORING	X	: ___	: ___	: ___	: ___	: ___	: ___	INTERESTING
COMPLICATED	X	: ___	: ___	: ___	: ___	: ___	: ___	SIMPLE
IMPORTANT	X	: ___	: ___	: ___	: ___	: ___	: ___	NOT IMPORTANT
CONFUSED	___	: ___	: X :	___	: ___	: ___	: ___	CLEAR
EASY	___	: ___	: ___	: ___	: ___	: X :	___	HARD
DISLIKE	X	: ___	: ___	: ___	: ___	: ___	: ___	LIKE

ENGLISH LESSONS ARE:

USEFUL	___:_X_:___:___:___:___:	USELESS
ESSENTIAL	___:_X_:___:___:___:___:	NOT ESSENTIAL
ENJOYABLE	___:___:___:_X_:___:___:	NOT ENJOYABLE
VALUABLE	___:_X_:___:___:___:___:	WORTHLESS
NOT MEANINGFUL	___:___:___:___:___:_X_:	MEANINGFUL
PLEASANT	___:___:___:_X_:___:___:	UNPLEASANT
BORING	___:_X_:___:___:___:___:	INTERESTING
COMPLICATED	___:___:_X_:___:___:___:	SIMPLE
IMPORTANT	___:_X_:___:___:___:___:	NOT IMPORTANT
CONFUSED	___:___:___:___:_X_:___:	CLEAR
EASY	___:___:___:_X_:___:___:	HARD
DISLIKE	___:___:_X_:___:___:___:	LIKE

MY ENGLISH TEACHER IS:

USEFUL	___	_X_	___	___	___	___	USELESS
ESSENTIAL	___	_X_	___	___	___	___	NOT ESSENTIAL
ENJOYABLE	___	_X_	___	___	___	___	NOT ENJOYABLE
VALUABLE	___	_X_	___	___	___	___	WORTHLESS
NOT MEANINGFUL	___	___	___	___	___	_X_	MEANINGFUL
PLEASANT	___	_X_	___	___	___	___	UNPLEASANT
BORING	___	___	___	_X_	___	___	INTERESTING
COMPLICATED	___	___	___	___	_X_	___	SIMPLE
IMPORTANT	_X_	___	___	___	___	___	NOT IMPORTANT
CONFUSED	___	___	___	___	_X_	___	CLEAR
EASY	___	___	_X_	___	___	___	HARD
DISLIKE	___	___	___	___	___	_X_	LIKE

THE WAY OUR ENGLISH TEACHER TEACHES US IS:

USEFUL	___	X	___	___	___	___	USELESS
ESSENTIAL	___	X	___	___	___	___	NOT ESSENTIAL
ENJOYABLE	___	___	X	___	___	___	NOT ENJOYABLE
VALUABLE	___	___	X	___	___	___	WORTHLESS
NOT MEANINGFUL	___	___	___	___	___	X	MEANINGFUL
PLEASANT	___	___	X	___	___	___	UNPLEASANT
BORING	___	X	___	___	___	___	INTERESTING
COMPLICATED	___	___	___	___	X	___	SIMPLE
IMPORTANT	___	X	___	___	___	___	NOT IMPORTANT
CONFUSED	___	___	___	___	X	___	CLEAR
EASY	___	___	___	X	___	___	HARD
DISLIKE	___	___	___	___	X	___	LIKE

APPENDIX F

AN EXAMPLE OF A SCHOOL EVALUATION REPORT

The evaluation report that is presented in this Appendix is intended to serve as a guide for the presentation of an evaluation.

In presenting an evaluation report the following aspects should always be kept in mind

(i) the audience for the report

(ii) the nature of the confidentiality of the information contained in the report

(iii) purpose of the report

The report* that follows concerned the evaluation of religious education in a school and involved mainly school, parents and students. The report was presented to a meeting of school staff and members of the school board. A separate two page summary of the results of the evaluation was sent to all parents. The latter was considered at the Parent and Friends meeting.

Both the main report and the summary report were prepared by the school staff with assistance provided by consultants.

* Note Appendices of the report have not been indicated

THE EVALUATION OF THE RELIGIOUS EDUCATION PROGRAMME AT .....

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EVALUATION OF THE RELIGIOUS EDUCATION PROGRAMME

SECTION I: PURPOSES

1. To evaluate the school's programme in religious education

2. To provide staff with experience in practices of school level evaluation

3. To meet the requirements of a W.A. Education Department insepctorial visit

SECTION II: THE CURRENT PROGRAMME

A. **The programme**

The current religious education programme is based onthe series "Way, Truth and Life" and is used by all teachers

B. **The teaching of religious education at the school**

1. The role of the class teachers is as follows:

to give good example in the practice of the faith, e.g. children notice if teachers are present to worship with the Parish Community

to provide a Christian atmosphere in the classroom and witnesses to the Catholic faith

to prepare lessons, paraliturgies, Masses, sacramental programmes, hymn singing

to be responsible for own class faith development

to relate children's experiences to the life of Christ

to help make the children aware of the traditional/devotional practices in the Church, e.g. Stations of the Cross, Rosary, Benediction, in the hope that the children will be internally motivated to carry out these practices

to help children to become aware of the seasons in the Church's year as well as the lives of the Saints

2. The role of the Principal in religious education is in most instances

that of encouraging, supporting, initiating, and a general guide to other staff members

to widen the horizons of the teachers beyond the immediate school, e.g. community awareness by encouraging the teachers to help the children become aware of the elderly in the local Nursing Home and to become involved with the children in the Special School

to encourage each teacher in their efforts in R.E. and to help each one in their own faith development

to keep parents informed of what is going on in the R.E. programme in the school through the Newsletter

to provide opporutnities in consultation with staff for parents to become involved through Assemblies, Parent/Teacher evenings, Busy Bees, etc.

to be available if parents wish to come to the school at certain times during the day to talk about their children or share problems, etc.

3. The role of the Parish Priest in the R.E. programme is:

to be available for Mass and sacramental preparation

to visit the classrooms when he is free to do so

4. The other influences in the R.E. programme are:

Parent expectations, e.g. children should be taught the ten Commandments, Acts of faith, ... etc.

Current Affairs, e.g. News headlines, One World Week, Social Justice, poverty, etc.

Visits from the Bishop of the Diocese, Mission Priest's visit, visiting personnel from C.P.I., etc.

C. Materials and resources used in the R.E. programme

Together with the main series "Way, Truth and Life" the following materials are available for the use of the teachers

Good News Bible
Life, Love and Joy
We Celebrate the Eucharist
Sadlier Sacramental Programme for Reconciliation and Eucharist
We Celebrate Confirmation
Liturgy of the Word for Children
On Cloud Nine (liturgies and penance services)
Classroom Creativity
The Christmas Book
The Easter Book
The Pentecost Book
God of My Gladness (liturgies)
Assembly Ideas
Touching God (liturgies)

Teachers References:

Teacher's Manuals to accompany WAY AND TRUTH AND LIFE series in the school
General Catchetical Directory
The Teachings of Christ - a Catholic Catechism for Adults and Study Guide
Catholic Schools and the Communication of Faith
"Our Message is Christ"
Experiments in Prayer
The Singing Pope
I Love You. Pope John Paul II and children
Mary, joy for all creation
The Lives of the Saints
ARCH Books fo the Life of Jesus

STEP 5: STAGES IN DEVELOPING THE INSTRUMENTS

It was decided by the staff and consultants to collect all information by using questionnaires. Steps taken were as follows:

a. Generation and collation of items

Each school staff member generated a number of questions that could be used for both the parent and student questionnaire.

Staff as a group generated further items for both the parent and student questionnaire.

b. Initial drafts of instruments

The principal collated all the items. These were sent to the consultants who then devised a draft questionnaire suitable for use by students and the parent groups.

c. The development of the final instrument

At a meeting between the school staff and consultants each of the different questionnaires were considered separately to ensure that language used was not ambiguous, that each item was relevant and understandable to the respondents and covered all areas of concern.

The questionnaires to be administered to the Parish Priest, District Superintendent and persons closely connected with the school were developed by the consultants in conjunction with the Principal.

STEP 6: DESCRIPTION OF EVALUATION INSTRUMENTS

a. Parent Questionnaire

The questionnaire was designed by school staff. Its purpose was to elicit information from parents who currently had children attending St Josephs (see Appendix C). The questionnaire contains 6 sections: General Parent Information; Goals/Objectives of the School; the R.E. Programme; Parent Input; School Climate/ Atmosphere; Parent Views regarding R.E. (Years 1 to 3). For each different section responses to questions were made through use of a Likert scale. The last section of the questionnaire provided respondents an opportunity to make comment on their child's preparation and parent involvement in the sacramental programme. The different categories of questions were generated by the school staff and were identified as categories for which parent views might prove to be most useful.

b. Student Questionnaire

These questionnaires were designed by the staff for specific use for Years 6 and 7; middle primary and Year 3 (see Appendix D). Each of the questionnaires sought responses to the content of the R.E. programme and poses questions to students about their attitude toward R.E. relevant to and in the context of their school and knowledge of R.E.

c. Questionnaire to persons associated with St Josephs

Questionnaires were also prepared for Education Department's District Superintendent, Parish Priest and persons in Wonangarup closely associated with the school.

Some copies of the VERITAS programme
Some copies of the "Lord of Life" programme

There are many other individual copies from various series.

Films, filmstrips, tapes, books, etc. borrowed from the Catholic Pastoral Institute.

SECTION III: THE EVALUATION

The evaluation described in this report used an approach to evaluation developed by the Office of the Catholic Education Commission of W.A. (CECWA). The evaluation model is provided in Appendix A.

A. Procedure

STEP 1: THE INITIATION

a. Contact

Contact was initiated by the school responding to an invitation from the Office of the Catholic Education Commission to be involved in school evaluation. The response arose from the school's need to participate in either a school level evaluation or an inspectorial visit from a Superintendent from the W.A. Education Department.

b. Interest Development

Interest developed in the idea of a school level evaluation from a visit made to the school by officers of the CECWA.

STEP 2: COMMITMENT

Following that visit the staff met and determined to undertake a school level evaluation, with the assistance of consultants (see Appendix F).

STEP 3: DETERMINING THE AREA FOR THE EVALAUTION

Following the commitment for an evaluation to be carried out by the staff a further visit tot he school was organised by the consultants and various areas for evaluation were identified and listed. From that list the religious education programme was selected by the staff as being of majro priority.

Appendix B lists all areas identified as being areas for evaluation at a future time.

STEP 4: DETERMINING SOURCES OF INFORMATION

Staff and consultants met together and determined that information would be gathered from the following groups of people:

a. staff members
b. parents
c. students
d. Parish Priest
e. Education Department's District Superintendent
f. At least two other prominent people in the district not directly associated with the school

TABLE 1

SUMMARY OF RESULTS OF THE SCHOOL PARENT QUESTIONNAIRE

Goals/Objectives of the School	Parent View
a) Religious development	Very important
b) Personal development	Most to very important
c) Development of social awareness	Very important
R.E. Programme	
a) Nature of the programme	In agreement
b) Activities and practices	In agreement
c) Cont of R.E. programme	In agreement
Parent Input	
a) Communication parent/teacher	General satisfaction
b) Information about R.E. programme	Sufficient
c) Parent involvement	Like to be more involved
d) General aspects	No real problems
School Climate/Atmosphere	
a) School/Staff attitudes	Very high
b) Parent interaction with school	Satisfactory
c) Child's attitude	Very positive
d) R.E. at the school	Satisfactory
Parent Views Regarding R.E. - Years 1 to 3	
a) Child's knowledge of religion	Satisfactory
b) Child's/family interaction regarding religion	Good
c) Child's initiative in religion	Satisfactory

engendered by the staff at the school. They emphatically expressed that their child was happy at the school, that the discipline was consistent , and that the school was making a worthwhile contribution to ..... Every aspect of community involvement by the child/school was agreed upon strongly. Good communication through the newsletter, calkendar and parent/teachers evenings was noted and appreciated.

THE HOME

In this section, the parents expressed strongly how they see the benefit of the R.E. programem in that the children have a significant influence in the development of the faith in the home through prayer and attendance at Mass, for example.

YEAR THREE PARENTS COMMENTS

Most parents agreed that the preparation for the sacrament of Reconciliation and Eucharist by year three children was adequate. Some expressed the desire to be more involved.

B. Student Questionnaire

Results of the student questionnaires are provided in Appendix D. In summary it appears from the responses given by students in the different grades that overall the students are very responsive to the total school programme. Furthermore the students as a group are very interested and responsive to the current Religious Education programme. With respect to religious education it does appear that not all students constantly or regularly pray or pray together as a family. It is important to point out that the data obtained for Year 3 could be somewhat suspect. The response to questions was a YES or NO; for the majority of items little discrimination appeared between these responses. In the majority of items students tended to agree, selecting YES in most cases.

C. Other Questionnaires

The results of these are provided in Appendix E. In summary it would appear that the outsiders consider that the school is providing an excellent all round education for students at the school. Furthermore all these respondents were very supportive of the staff and students at the school and these people viewed that the school was producing students that were well prepared to face the challenge of High School.

The questionnaires are provided in Appendix E.

STEP 7: ADMINISTRATION OF QUESTIONNAIRES

a. The Parent Questionnaire

The parent questionnaire was accompanied by a letter from the school Principal inviting participation and was forwarded during July 1981. A 95% (N=162) response rate was obtained within three weeks of posting the questionnaire.

b. Student Questionnaire

The questionnaire was administered by the class teachers.

c. Questionnaires to Persons Associated with the School

Questionnaires were sent to the Parish Priest, District Superintendent and to three persons from Narrogin that were closely assoicated with the school. All questionnaires sent out were returned to the respondents.

STEP 8: ANALYSIS PROCEDURES

All questionnaire data was coded for purposes of computer analysis. Mean standard deviation as well as the % response for each scale was determined for all items for each questionnaire. Alpha Cronbachs were determined for each subscale for each section of the Parent Questionnaire in order to inspect the internal consistency of the questionnaire. It was found that all sections of the questionnaire had high Cronbach alphas (range .76-95) indicating a high level of internal consistency among respondents.

SECTION IV: RESULTS AND DISCUSSION

A. Parent Questionnaire

Results of the parent questionnaire are provided in Appendix C. They are summarised in general form in Table 1. Some specific comments are as follows:

GOALS AND OBJECTIVE

The importance and personal development and moral/social awareness of the Religious Education Programme was rated highly by parents, whereas the doctrinal content of the programme was rated as less significant. Parents placed more emphasis on their child's achievement in core subjects than in progress in religious education. Generally, parents feel that it is the sole responsibility of the school to educate the children in the faith, thus absolving them from the responsibility of being primary educators. It was evident that the topic was not discussed at home. Parents were generally interested in the Religious Education Programme. However, they were not keen on being directly involved but expressed the desire to have more information. They expressed their satisfaction with the R.E. programme even though in the general information section it was indicated that many rarely attend Mass.

SCHOOL CLIMATE AND ATMOSPHERE

Parents feel confident in approaching the staff on any matter relating to their child. Overall, they are happy with the climate and atmosphere

SECTION V: CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

What happended as a result in doing the project?

Gains	Disappointments
Staff knowledge gained in outlining the project	Disappointed in some attitudes which came through e.g. parents wishing to know more but not wanting to take the time to get involved
Skills gained in preparation of questionnaire	Slow response to questionnaire
Insight into parents' attitudes	Superintendents' response very disappointing. So often when we meet him he makes verbal comments about how happy he is with the school yet when given the opporutnity to put it on paper he refrained from doing so.
Data interpretation	
Questionnaire results were positive e.g. children were happy to come to school	
Time and effort given by parents made them more aware of the R.E. programme in the school.	
Staff had an opportunity to review the R.E. programme and the resources used in the programme.	

Overall Reponse: The reason for presenting the questionnaire was to benefit our Religious Education Programme - to discover our effects - to be able to programme for the future.

B. Recommendations

1. Parents: Parents should become more aware and involved in the Religious Education of their child in such ways as:

   i) attend aprent/teacher evenings focusing solely on religion
   ii) attend REnewal of Faith programme
   iii) by giving good example and by encouraging their child to attend Mass
   iv) participating in sacramental programmes
   v) discussing with the teacher the child's progress in religion
   vi) reading Bible Stories to the children
   vii) by discussing what their child does in religious lesson each day
   viii) borrowing film strips from the Catholic Pastoral Institute Resource Centre and showing them to their children at home (catalogue available at school)
   ix) attend film discussion evenings for the development of their own faith

2. Staff:

   i) to encourage homework sheets with which the parents can help the children
   ii) develop actiovities that include parents, e.g. send home parent information sheets at an adult level, on topics that the teacher has taken with the children
   iii) arrange for Guest Speaker to talk to parents and staff
   iv) put on film/discussion evenings for parents
   v) organise paraliturgies in class and invite parents to attend
   vi) offer more opportunities for parents to come up and discuss religion, e.g. parent evening on religion, and ask parents what they would like discussed
   vii) organise religion in themes throughout the school so that sheets can be sent home (one sheet to cover the topic throughout the school)
   viii) give parents a list of references as to where to find information, e.g. suitable Bible stories, prayer books....

APPENDIX G

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